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ABSTRACT

The papers presented at the 1974 seminar are grouped under four headings. The six papers in section one discuss community information needs and methods of interpersonal and intercultural communication. Section two describes several existing urban librarianship training programs and outlines models for the effective training of librarians to meet community information needs. Two additional papers in this section describe the Advocate Counseling Model for effective individual individual/institution interaction. The three papers in the third chapter deal with field work and field supervision in urban library training. Section four contains reactions of students and teachers to urban librarianship training. Twenty-eight recommendations, of which eight relate specifically to American Indian populations, summarize the proceedings of the seminar. Appendixes contain a list of participants, a seminar schedule, an evaluation of the University of Wisconsin Milwaukee School of Library and Information Science Inner City Institute Program, and a bibliography. (SL)

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PROGRESS IN URBAN LIBRARIANSHIP:

A Seminar on Community Information Needs and the Designing of Library Education Programs to Meet These Needs

PAPERS PRESENTED AT THE SEMINAR HELD AT
THE UNIVERSITY OF WISCONSIN–MILWAUKEE

COMPILED AND EDITED BY THEODORE SAMORE

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SCHOOL OF LIBRARY SCIENCE

School of Library Science. February 21-22, 1974.

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PROGRESS IN URBAN LIBRARIANSHIP

A Seminar on Community Information Needs and the Designing of Library Education Programs to Meet these Needs

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Papers presented at the Seminar held at
THE UNIVERSITY OF WISCONSIN—
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Compiled and edited by
Theodore Samore

The University of Wisconsin—Milwaukee

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Introduction

by Thomas R. Bell

In November of 1967 a Conference on "Library Service to the Unserved" was held by the School of Library Science of the University of Wisconsin—Milwaukee. The objectives of this Conference were, "to help participants explore and learn about the relationship between libraries and the community they serve with focus on the problems of the unserved; to identify and understand their personal relationships with the community — how these affect their work and how they can be modified to result in more adequate service for the unserved".[1] For those in the library field who are aware of disparities between real and ideal service to a library's clientele (however that clientele is actually constituted), this statement of objectives reads, in conjunction with the papers of the conference, as a challenge to the profession to live up to its ideals. Have this and many similar challenges been met in the intervening years? Do libraries now provide adequate service to the unserved?

It is now some seven years since this Conference was held and the challenge faced. Almost eighty librarians, library users (and nonusers due to inadequate service), library school faculty, and library school students were willing to travel from all parts of the nation to attend a two day seminar in wintertime Milwaukee. The Seminar was based on the premise that, in order to meet community information needs, we must know what kinds of information the community needs; this knowledge will determine what skills and techniques should be taught to librarians who will serve the community"[2] In itself the interest shown by all of these participants is one indication that the challenge has not been met.

In 1967 library service was not adequate to meet the information needs of the library's community in many places; today that service is still inadequate. One of the difficulties at that time was a scarcity of knowledge of how to recruit and train people to recognize the information needs of the community. All too often librarians sat behind their desks and answered the questions of only those who crossed the magic threshold because these librarians were the type of person who preferred it that way, and nothing in their training changed them into the type of person who wanted to or could be challenged to go beyond that threshold. Has this situation changed? Should admission to library school be based on school averages or on ability to find and meet information needs? Shouldn't librarians be trained to look beyond the library's walls? How can this be done?

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[1] Sherrill Laurence L., *Library Service to the Unserved.* New York, Bowker, 1970, p. ix.

[2] *Seminar on Progress in Urban Librarianship: Community Information Needs and the Designing of Library Education Programs to Meet These Needs,* Seminar Program, February 21, 1974.

Questions regarding adequate library service and library training designed to recognize and meet needs are questions that the reader of these papers can ultimately only answer for himself. We can only hope that we have provided in these pages some facts, ideas, and experiences that will encourage the reader to look more closely at himself as well as at the questions raised in the papers which follow.

It has been my observation that many librarians tend to be bad followers. One year it's media, and everything must relate to media to be relevant. The next year computers are in, and then "minorities" get their time in the sun. Blacks, Chicanos, and Indians followed each other in the limelight and then gave way to the next group. The spotlight moved, but the problems remained for these "minorities" as they did for all groups in the community served (or non-served) by librarians who were blindly following the latest fad. At the other extreme, many librarians are traditionalists in the sense that they stick to what they've been taught or to what's been done no matter what happens. In both extremes, the salamanders and the turtles, we see librarians who refuse to recognize and deal with people and their needs as they really exist. In hiding behind fads or traditions they refuse to see people as people. There are many hypotheses that can be formulated to account for this refusal, but the simplest hypothesis is that they were not taught (either as undergraduates or in library school) how to recognize the needs of the community in which they work. In attending the Seminar on "Progress in Urban Librarianship: Community Information Needs and the Designing of Library Education Programs to Meet These Needs," the participants have shown a real interest in recognizing and dealing with the needs of the people they serve. They have also shown an interest in education that equips librarians to see these needs and meet them as they arise. Perhaps there is some hope that the library profession will meet the challenges which it faces.

Service to the unserved and information which meets the needs of the community are in shorter supply than meat and gas. A library school education which facilitates the growth of the ability to serve the unserved and meet community information needs would seem to be the answer. Fads and fragmented programs have not provided this answer completely. On the other hand some programs have been successful. It was one of our hopes in arranging this Seminar that we could provide a forum in which all parties to the situation could give voice to their ideas about what has been successful and what has not, about what is needed in the future and what is not needed. Our speakers included library educators, students, field supervisors, librarians, and library users. We were also fortunate enough to have participants who not only represented all of these groups, but came from diverse areas of the country, diverse types of library settings, and from rural as well as urban settings. Unfortunately these papers cannot adequately reflect the spirit of the Seminar that was seen in the formal and informal discussions among the participants. But even in the papers themselves one can see a spirit of subdued optimism that the challenge can be met, of knowledge gained through success or failure that can be applied both in current and future programs.

Mr. Theodore Samore, Acting Director of the Inner City Library Service Institute, and I would like to express our gratitude to the U.S. Office of Education and the University of Wisconsin—Milwaukee for allowing us to hold this Seminar, to Mrs. Carolyn Shulaker who did most of the real work involved in arranging the Seminar and preparing the papers for publication, to Ms. Karen Blum for the many long hours of typing in preparation for this publication, and to Dr. Laurence L. Sherrill, former Director of the Inner City Library Service Institute, who provided the impetus for service to the unserved at the University of Wisconsin—Milwaukee School of Library Science.

I.

COMMUNITY INFORMATION NEEDS

The Complex Environment of Interpersonal Communications: Some Lessons From Diffusion Studies

by Douglas L. Zweizig

I have been asked to talk today about interpersonal communication as it relates to information services and to particularly emphasize theoretical aspects of that subject. Following speakers will deal more directly with their experience in that field. However, before talking specifically about interpersonal communication and its importance to information services, I would like to examine two opposing conceptual models which are used in studying the interaction of clients with information services, primarily libraries.

The first model is one that is implicit in virtually every study done of library use. This model looks at the library user as an input into the library system.

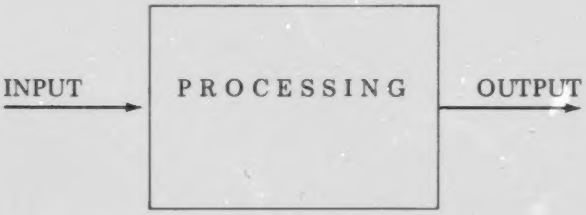

Figure 1

Indeed, the model is much like those which follow the progress of a book through technical processing. When the user arrives at the library, he is characterized by age, sex, distance he came, education, etc. Additional measures that assume this model are user demands for documents, number of reference questions answered, circulation counts and user satisfaction.

Further evidence of this implicit model is found in studies which use registration figures (i.e., library card registrants) to indicate the effectiveness of the library (Houser, 1967). Houser defines as adult users those with an "adult card" (by this definition, adults may be twelve years old). See Houser, 1967; Monat, 1967; Taves, 1965; The University of the State of New York, 1967. Other studies survey users by sampling from persons physically present in the library (for instance, Bundy, 1968). Studies which use this model may be said to be studying the user in the life of the library.

On the face of it, the model seems reasonable, and there would be little to be said against it. But little has emerged from this research approach except the generalizations that library users tend to be middle-class, better educated, live closer to the library, and so on. These generalizations were made by the researchers for the Public Library Inquiry in the late '40s. In the three and a half decades since, user studies have not made much progress.

The limitations of this model may be suggested by some questions that studies based on it cannot answer, such as:

How does the use of the library interact with the use of other information sources?

Where are non-users obtaining information?

What is the effect of library use?

A contrasting model would examine the place of the library in the life of the user. (User as used here includes potential as well as actual users.) This model would examine the inter-relationships between the use of various media, institutional, and interpersonal sources in order to understand the function of the library in the full information environment of its public. The emphasis would be on the user and not on any particular source of information. (See figure 2.)

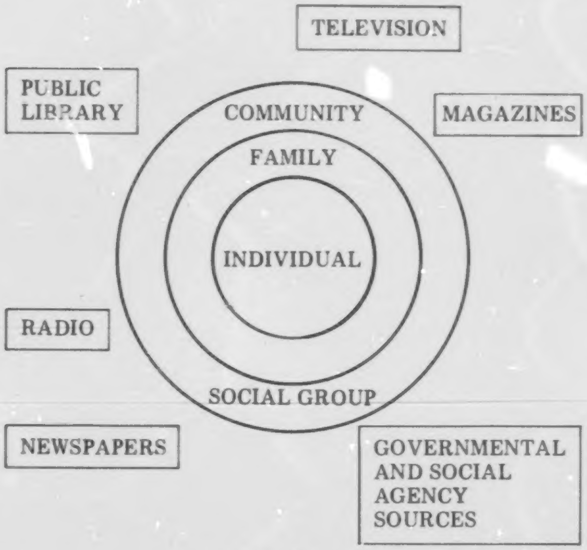

Figure 2

Of course, this second model is more complex and less structured, but unless some model like this is used, our research in the library field will continue to give limited results.

In the mass communications field, this model of "user-oriented research" was generally accepted in the early 1960's. Prior to the 1960's researchers in communications had concentrated on what the mass communications were doing to their audiences (in much the same way that library research still concentrates on what libraries do to people). It was assumed that mass communications must be having some direct effect on their audiences. However, it became clear, after much inconclusive work, that the media were not all all-powerful, The question that communications researchers now pose is, "What do people do to the media?" Only by focusing on the "people" variables has the mass communications process become intelligible (Bauer, 1964; Katz & Foulkes, 1962; Klapper, 1960; Schramm, 1962; White, 1964). In a survey of mass communications research published in 1960, Klapper concluded that in the usual case mass communication "does not serve as a necessary and sufficient cause of audience effects, but rather functions among and through a nexus of mediating factors and influences." (p.8).

And this insight has been recognized in the library field. In 1964, Ennis suggested that library researchers reverse the commonly asked question in library use studies and examine the communication patterns of the general population and the relationship of these patterns to the decisions people make in their daily lives.

How does this discussion of contrasting models relate to interpersonal communication? Because the first model is implicit throughout the library field, concern with interpersonal communication has first focused on the professional-client relationship. This focus has resulted in study of the reference interview, the use of role-playing to teach interviewing skills, and the use of transactional analysis to examine the professional-client dyad.

Although the librarian-client relationship will be included in this paper, it will not be emphasized because: 1) much attention has already been paid to that relationship, 2) participants at this conference have extensive experience with that relationship and will be sharing that experience, and 3) exclusive focus on librarian-client communication ignores the complex environment in which that interaction takes place. Exclusive focus on that interaction does not deal with such questions as: Why has the client chosen the librarian as an information source? What other professionals might have supplied the needed information? What is the image of the librarian in that client's community?

If we use the second model, we will become conscious of many other interpersonal communication patterns which will affect our function. Fortunately, the field of diffusion studies has adopted this second model and can provide much support for our understanding of these interpersonal communication patterns. Diffusion studies examine the spread over time of innovations, news and knowledge through the social system by analyzing the nature and source of the message, the characteristics of the receiver, the social context of the receiver, and the relationships between these components. Diffusion research has paid particular attention to the role of interpersonal communication in the diffusion process.

Study of the role of interpersonal communication in the spread of mass media messages has led to the positing of the "two-step flow of communication" hypothesis. Briefly, this hypothesis holds that communications from the mass media to the general public are mediated by individuals (variously called opinion leaders, informal leaders, information leaders, influentials, etc.) who transmit mass media communications to others in their social context. Therefore, it is found that those who learn about news later tend to rely more on interpersonal communication as a source, and late deciders in an election cite interpersonal communication as more influential than the mass media. This activity of opinion leadership is natural and inconspicuous, not "leadership" in the sense of formal office.[1]

There is strong evidence that frequent library users share many of the characteristics of opinion leaders (e.g., high use of a variety of information sources, more active in community involvement, etc.) In fact, in 1949, Berelson reviewed the indirect evidence indicating a tendency for opinion leaders to be high library users, but his suggestion that this relationship be studied has been almost totally ignored and the relationship between opinion leadership and high library use has not been verified.

Nevertheless, the concept of opinion leadership is important for the understanding of and for the provision of information services. Reference to two current surveys of research in the diffusion field will illustrate the relevance of this and other diffusion research concepts.

In his most recent summary of the diffusion field, *Communication of Innovations*, Everett Rogers (1971) postulates a number of generalizations from his survey of diffusion research. Those generalizations relating to the change agent and the opinion leader are particularly relevant for us.

Rogers defines the change agent as "a professional who influences innovation-decisions in a direction deemed desirable by a change agency." "Change agents often use opinion leaders within a given social system as lieutenants in their campaigns of planned change." Those of us interested in providing new or expanded information services to our clientele are functioning as change agents in Rogers' sense. Therefore, his generalizations should be of interest.

A selection from his extensive list will illustrate. "Change agent success is politically related to the extent that he works through opinion leaders." "Opinion leaders have greater exposure to mass media . . ., are more cosmopolite . . ., have greater change agent contact . . ., and are more innovative than their followers." The studies which support or contradict these and the other generalizations are cited and discussed by Rogers.

The second summary or research that bears on this topic was compiled by Havelock in 1971. This summary, *Planning for Innovation through Dissemination and Utilization of Knowledge*, is based on an examination of over 4,000 titles found to be relevant to a field called the science of knowledge utilization. This study, which grows out of the diffusion field, makes virtually no mention of libraries, but it is of great importance for us as disseminators of knowledge. Again, this report is too comprehensive to allow any adequate summary here. In particular, however, this report includes a chapter on interpersonal linkage which directly discusses the characteristics of the change agent which will affect his probability of success, credibility, legitimacy of role, strategies, the function of the leader, and the use of feedback in promoting innovations. Further, this report identifies interpersonal "linking roles" as crucial to the knowledge utilization process and offers a typology of these linking roles which includes the conveyor (the simplest linking role), the consultant the trainer, the leader, the innovator, and the defender. This typology is useful in defining ones personal role as an information disseminator and in identifying comparable roles from other fields, such as the agricultural extension agent as consultant. Finally, in the concluding chapter, the report contains a diagnostic checklist that will aid the information disseminator in analyzing and responding to the complexity of his information environment.

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[1] It should be noted that the hypothesis of the "two-step flow of communication" is still somewhat controversial and a number of refinements have been suggested. See Rogers (1971) for a discussion of the issues.

So far, I have talked in general terms about the complexity of interpersonal communication in the information dissemination process. In particular, I have cited the concepts of change agent and opinion leader as important to our understanding of that process.

Before concluding, I would like to discuss how these concepts might apply in providing information services to the poor. I choose this example population because the more affluent are found to make use of a variety of information sources, whereas the poor are found to lack information for solving certain kinds of problems as they lack for wealth. In addition, I choose this population because urban librarianship usually implies special emphasis on services to the urban poor.[2]

An information professional working among the poor will need to know that studies indicate that education *per se* has little value for his clientele. "The professor, the teacher, and the writer are among the persons least admired by the low income community." (Greenberg and Dervin, 1970, p.102). However, education is seen as one means to better jobs and more money.

Information seeking by low-income respondents will involve use of fewer sources and more frequent use of family and friends as information sources. Establishment sources, such as professionals, are rarely used and are viewed with suspicion. The information professional will have to become a change agent indeed if that pattern is to be altered.

Further caution is indicated by a study in which the abilities of professional social workers and indigenous workers to predict client attitudes were compared. "Only 26 percent of the professionals got high scores compared with 52 percent of the indigenous workers. (Greenberg and Dervin, 1970, p. 101)"

There is hope, however, in two areas. First, there is some indication that lack of use and distrust of established sources of information and help may be due to lack of information about the availability and nature of those sources. Second, although the general picture of low membership in voluntary organizations among the poor would suggest a lack of indigenous leadership to work the change agent, recent studies have indicated a core of potential leadership is present.[3]

I began this paper by presenting two contrasting models for looking at users of information services. The first model is one that is implicit in most of the user research to be found in the library field. The second model, with all of its complexity and ambiguity, is the one that is being used successfully in the mass communications and diffusion fields. The results of research from those fields can be of great benefit to our closely related field of information services.

Indeed, if information services are to change from their passive, institution-centered past, information professionals will need to be able to analyze their information environments in all of their complexity. And if they do so, information services can become active and effective in enriching that environment.

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[2]. The major source for the following examples is Greenberg and Dervin. *Use of the Mass Media by the Urban Poor*, 1970.

[3]. Indeed, participants at the present conference indicated that the amount of indigenous leadership available has been grossly underestimated.

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The Librarian As Street Artist

by Daniel Flores Duran

I would like to start by presenting some vignettes from my experience.

An elderly Mexicano walked into the Service Center where I spent time as a student librarian. The library shared quarters with legal aid, social security, probation, welfare rights, Neighborhood Youth Corps and other social action agencies. Few minority adults used our outreach library, especially the elderly Spanish speaking. I watched as he looked at *La Opinión* on the rack. He didn't pick it up but seemed to study it carefully. He knew I was watching him.

The sign on the receptionist's desk of the Service Center read "Se Habla Espanol". The Mexicano walked to the desk and asked in Spanish to see the Social security man. The receptionist shook her head and looked in my direction. I walked up to the man, introduced myself in Spanish and explained that the Social Security man was available only on Tuesday and Thursday afternoons. He thanked me and started to walk toward the door. I wanted to give him the library pitch about our Spanish language collection but knew the time was not right. He hesitated near the newspaper rack, picked out the newspaper and sat down to read it on our sofa. We had each taken a step toward knowing each other.

The county's family planning division was conducting a series of workshops for mothers operating day care centers in their homes. We were asked to come and give a presentation of our traditional and "innovative" services and resources. A team of University library school students performing field work on the project agreed to attend and participate. The discussion leader was Anglo, the county community women were black, one library student was Chicano, the other Canadian. We were prepared with book packets, A-V materials, posters and copies of our community information file. It was a hands-on workshop. The multimedia materials were appropriate for the session, and the mothers were excited about operating a cassette recorder, film projector, or slide projector for the first time. The children in the audience were entertained with Anansi the Spider tales and the climate was right. Each day care mother left the session with a small home library and a vision of what the library should do for them. The next two months were spent making followup visits to the home of each workshop participant where similar presentations were made to local mothers with children. No publicity was needed, word of mouth sold the service. Communication was honest and to the point.

I was asked to come here "to furnish those insights and principles which would be of *practical* value to the participants in facilitating communication between individuals from differing cultures." My presence here poses a problem in intercultural communication. Minority professionals are scarce in any discipline, and are frequently asked to comment on intercultural or disadvantaged problems from the 'minority' point of view. Walter J. Fraser in speaking of the similar plight of the black librarian has noted that ". . . whites seem to expect that each black is a competent expert on all aspects of the problem". He goes on to warn that ". . . there is no black priesthood whose absolution will protect the institution and its program from criticism from other blacks." So I warn you that I am not an expert on the multiple needs and problems of the Spanish speaking. I am a librarian and a Chicano and will speak as such.

Don Roberts has stated that: "Almost all the writing in library publications about so-called 'disadvantaged' has been of the pep talk variety, urging librarians onward and upward in evangelical style, often detailed with operational plans for this or that program." In addition to having deprived myself of expert status regarding the "minority" problem, I have *not* come prepared with a scholarly paper or pep talk to divulge the hidden secrets of interpersonal and intercultural relationships. With these admonitions in mind let us continue.

Society is people in communication with each other; communication is also an act of courage, our initial groping to another individual for sharing. Webster's Third New International Dictionary of the English Language (1966) defines interpersonal communication as "relating to or involving personal and social relations out of which develop systems of shared expectations, patterns of emotional relatedness, and modes of social adjustment."

To me, interpersonal communication is a process of us trying to affect human behavior. In intercultural communication we must deal with values, beliefs and life-styles alien or unknown to ourselves. Both interpersonal and intercultural communication involve a situation, others, and one's self. Now what does this mean for the librarian? Helen Huguenor Lyman has succinctly stated the importance of interpersonal communication in the following manner:

"The single most significant factor in serving the disadvantaged person and groups may be the respect and understanding between the library user or potential user, the individual or the community, and the library personnel. It is imperative to know and appreciate the life styles, cultural beliefs and values, motivations, desires, interests and aspirations of various groups."

I will not belabor the weak and late response of libraries to the information and material needs of the urban disadvantaged. The more fundamental question was raised at a prior Milwaukee conference on *Library Service to the Unserved* by Edwin Castagna who felt the major concern to be ". . . how far are we willing to depart from our accustomed ways, services, and organizational structures to meet the people we need to reach on their own level." Don Roberts has put the problem in terms of manpower needs when he wrote that: "The question arises about the availability of people who are willing to hit the street and hustle." I have labeled this paper *The Librarian as Street Artist* and hope to suggest strategies for making the library and its information potential understood and utilized by all our special publics.

There are a few consumate library street artists, able to rap with the minority young in all the street languages, able to swing a mean A-V machine as well as a book, and talk Filipino, Chinese, Pocho and Castillian Spanish. You choose an area, a special public, a problem - but not a cause. No single strategy works with all individuals and groups from different cultures. We must work with each individual and group where they are at. Each library program and information network is most important in its own setting. The settings may vary, but each program seeks to meet change and to provide information of quality.

There are few universals in interpersonal and inter-cultural communication. But one concept to accept is the fundamental idea that one communicates within the experience of his audience and should give full respect to the other's values. One of the most dynamic community organizers in our history was Saul Alinsky, author of *Rules for Radicals*, who used as a basic operational principle in working with people the idea that wherever possible keep inside the experiences of the people. Another proponent of this idea is Patrick

Penland, author of a series of Discourse Units in Human Communication for Librarians, who wrote "People should be accepted where *they* are, not where the librarian thinks they ought to be. Traditional training in the infrastructure of communication has not made librarians particularly perceptive of this problem." An illustration of this general principle is the following:

> A particular outreach project involved working with the community to develop a videotape library of basic survival information - such as food stamp programs, unemployment benefits, birth control, legal aid, welfare rights, etc. A series of presentations was planned in conjunction with the community centers. Attendance was good and the information value of the shows seemed high. One of the programs way planned in a largely Spanish speaking and Catholic neighborhood. At show time, some of the library crew felt we should slip in the birth control tape made at Planned Parenthood to wake up the audience and give them some vital information. Emotions flared and the library crew debated the question. Meanwhile, the audience composed of young adults seemed absorbed in the ongoing presentation. I called over two Catholic priests in the audience and three community people to join in. They couldn't agree either. The decision was to offer the tape at the end to those who wished to see it. Only a handful remained for the birth control tape and the majority of the audience left informed and content. We decided it had been a wise decision to have remained within the experience of the audience.

To what degree do most traditional Library Schools prepare librarians for dealing with the incredible and often depressing realities of the inner city ghetto or barrio? There is little " . . . imaginative inservice training with the use of media, group dynamics, communication theory, information handling, etc." Patrick Penland, whose work was previously cited, has developed a "bold new approach" for developing a communications science for librarians. No nonsense about teaching ethnic handshakes, jive talk, etc., etc. Penland's "bold new approach" focuses attention on community development, media, communication theory, leadership qualities, and the strategy and tactics of leadership. The approach seems imaginative and practical. In terms of our need to have knowledge of community development and group dynamics, Desmon M. Connor has authored a useful series of handbooks for individuals to use in community action programs. The first two, *Understanding Your Community* and *Diagnosing Community Problems* suggest how to acquire an understanding of a community and how to diagnose its problems. *Strategies for Development* reviews the various strategies for a co-ordinated plan of action. In addition, let's not forget ALA's classic *Studying Your Community* issued over 10 years ago.

I do not intend to present a literature review, but few library students will have the benefit of a field experience or a practicum with different community groups. Studying a book alone will not open the doors of any community, but it may suggest avenues of approach and stimulate self-probing.

What characterizes the librarian as street artist, besides spending time on the streets? It is interesting to note that Saul Alinsky and Paul Wasserman have identified similar characteristics of the community organizer and library "change agent". Briefly, these characteristics are curiosity, imagination, humor, flexibility, empathy, self-assurance, and readiness to behave aggressively and resolve conflicts. Sounds like a gung-ho boy scout. Another which I will add is knowing not to fake it, to be natural, to be yourself.

If you don't know or are not comfortable giving the various "brother" handshakes to Panthers, Brown Berets, or heavy radicals, don't do it. You must establish your own identity first in the community and wait for an opportunity to present your credentials. Here's an illustration.

> The Chicano organization at the local community college was sponsoring the Brown Berets, a Chicano youth group ranging in age from thirteen to twenty-five. The Berets had two projects planned to gain legitimacy and status in the community. The first was a Cinco de Mayo festival at a large park, and the second was a Mexican film and luncheon series for the elderly Spanish speaking. The first Beret planning meeting was held at the sponsor's home. I attended with some Chicano friends from the college. Much of what they needed could be arranged through the library, but I listened and learned. When suggestion time arrived the brother from the college introduced me as the Chicano librarian. The Berets came up to shake

hands. I offered the only Chicano handshake I knew and they offered the Beret "finger." ritual. It was confusing and we laughed at our strange clasping. I spoke briefly and offered to help with materials, machinery, and publicity. They listened until one hostile brother asked what was in it for me and the library. I explained that the library was assisting other individuals and groups in planning their events and that the Berets should be given the same opportunity. The outcome was that the library fully participated in the Cinco de Mayo festival where over 2,000 people had an opportunity to see our bilingual materials and Spanish language resources. The library also supplied the films for the afternoon luncheons and established a depository library of materials at the meeting center. A few of the Berets managed the collection and went on book buying trips with the librarian. The Berets, the elderly Spanish speaking and the library worked together.

What makes a librarian a good street artist, that is to say, able to communicate across cultural and personal lines? The street artist is committed to people in the streets and believes that "if you're not part of the solution, you're part of the problem." The library street artist is also willing to personally change and depart from the administrative procedures when necessary and possible. The librarian as street artist must live in the community, make himself part of the social ecology. Trucking in from suburbia to alleviate the miserable conditions of the ghetto may be good for one's social conscience, but does not convince the community of deep interest. To be a library street artist the librarian must become a part of the intimate information network in the community.

The librarian as street artist must be multilingual which means " . . . that all appropriate languages will be used, including computer language, street language, English as a second language, foreign languages, the languages inherent in media production and use, and the ever-changing English language." The street librarian must also be survival oriented himself, for he will meet hustlers and hucksters who will take what they can and leave the librarian holding the bag.

The street librarian will also have to know when to don the legitimate cloak of the profession in dealing with the overground communication networks in the community, and how to take it off when going underground or cross cultural. The street librarian must know the other community artists, those who decorate the walls, make the posters for community events, create the films, drama events and art happenings.

At this point we should ask ourselves what are the key factors in determining the library's impact in a multi-ethnic and multi-cultural community. Claire Lipsman in her exhaustive study of fifteen outreach programs serving the disadvantaged has identified some basic program factors critical to program effectiveness. These factors include the following:

1. Competency and effectiveness of staff.
2. Degree of community involvement and understanding of community dynamics evidenced by the project.
3. Degree of autonomy exercised by project director in decision making.
4. Quality of materials used.
5. Effectiveness of publicity or project visibility.

We will briefly see how the library artist can deal with the above factors in terms of interpersonal and intercultural communication.

There are few instances when the librarian works alone or in isolation from other library professionals in the mother system. The librarian as street artist can not afford to run a one man show. He needs people to work with and for. He must have access to and be part of a competent staff. A competent and imaginative staff will rarely speak and act as a single or unified voice. An effective staff must include para-professionals or library aides from the community it seeks to serve. Community workers can introduce the street artist to part of the community and act as an information resource for the rest of the staff. Walking into the community with a library aide the community knows will open doors and communication lines that might never arise otherwise. Intercultural understanding can begin with interpersonal staff communication.

In 1971 Margaret E. Monroe conducted a survey of library education's response to service to the disadvantaged. The importance of intercultural communication as an approach to providing service to the disadvantaged is revealed by her statement that, "Overwhelmingly, the approach to instruction on service to the disadvantaged emphasizes the preparation of students to understand special groups, and that the librarians should be able to creatively respond to these special groups." In too many cases a librarian fresh from school hits the streets and the system to discover that his professional colleagues are oblivious or insensitive to the needs of any group in the community, especially a different one culturally. The question then arises of working around the system and its ossified staff or to attempt some in-service training in interpersonal and intercultural communication. It takes only a single obnoxious or condescending librarian at the central library to permanently turn off a new patron the street artist sends to the regular library.

If able, the street librarian may decide to use shock treatment such as encounter sessions with heavy community organizers, role playing situations in which the librarian is defrocked of his image and made a disadvantaged individual, and staff rotation to the branches and library outlets. In those instances where the administration treats these tactics as anathema to the system, then the librarian can either become an outlaw to the system, or develop a confrontation strategy using community allies to force the library against the wall, or leave.

The degree of community involvement and understanding of community dynamics is the name of the game. The street librarian holds one tenet firm, and that is that the citizens themselves should always be involved in determining the kind of information programs they want and need. The sooner this happens, and the more community involvement, the better the chances of program successes.

How is this communicated to individuals and groups who have had little or no experience with the public library system? One approach to this dilemma evolved out of contact with an English as a Second Language program.

The ESL class was being held one block from the main library. Neither knew that the other existed. While attending a meeting of the city council on new Model Cities programs I heard the head instructor of ESL making a plea for a materials budget. What good was it, he asked, to teach people to read and write English if they were unable to provide the follow-up materials and information needed by the students? After the session, at which his request was tabled for further study, I approached the teacher and asked about his utilization of the library. In a word it was zero. We talked a little and I made an appointment to see him in his classroom.

The class was composed of Chinese, Filipinos, and various Spanish speaking groups. I had gone prepared with some bilingual materials in Spanish and English expecting to see a predominantly Spanish speaking student body. I asked how many people had library cards or used the library. No one responded. One Spanish speaking person asked if I was trying to sell the materials, as the closest Spanish language bookstore was ten miles away. I explained the free loaning policy of the library and asked if he would like to take some of the materials home with him. No fines and no time limit and no strings. He looked at three books, took one, and smiled the rest of the class period. That same day we established a small library in the classroom. As an educational experience, the teacher and I agreed to take some of the class members with us on a book buying spree. We let the class decide what group of students would accompany us. The Filipinos, Chinese and Spanish speaking formed their cultural units and picked a book selector as well as making a list of subject areas to find materials in. It was a beautiful and high energy book buying orgy. We talked about ourselves, our families, the community, what we liked to read and how we could work together at the next city council meeting to present a united front for an adequate materials collection. The United front was a success and the ESL program was given sufficient money to create multi-media learning carrels in the ESL classroom. The ESL class functioned as part of my materials selection committee and previewed print and nonprint media. When we couldn't locate adequate materials on certain subjects, the language groups met and developed their own bilingual information packets which became part of the regular library's resource collection. The teacher got his materials budget and a multi-media center, the students were actively involved in selecting and creating their own information data bank, and the library had learned to extend itself to a multicultural learning environment.

Most communities have interlocking directorates of community agencies and individuals who are active in the community development process. The librarian as street artist must know how to interface himself and the library with this interlocking directorate. He must develop data banks and resource listings which the community can utilize without great strain. A community resource file, for instance, should be coded in such a way that the Spanish speaking or other minority individual can find what he wants without puzzling over library jargon.

I have already mentioned the importance of appropriate materials for the special publics. An excellent source of information regarding the reading habits of the disadvantaged and the need for materials reflecting the cultural background of the new reader is Helen Lyman's *Library Materials in Service to the Adult New Reader.* The development of criteria for the evaluation of materials for the adult new reader was based on the major assumption that "assisting the adult new reader as he progresses from minimal literacy to an increasing mature use of print is aided by the relevance of the reading materials to his basic motivation, stray interests, value system life tasks and life style." Her statements underscore the intrinsic value of interpersonal and intercultural communication in discovering the value system, life styles, and basic motivations of the illiterate or neo-literate adult. If the Spanish speaking public is not utilizing *Readers Digest* or *Time* in Spanish, perhaps it's because they would rather read *Vanidades, Sucesos, La Prensa, La Raza, Claudia*, or a number of other periodicals. Begin where the people are at and if the adult community wants to read foto-novels or militant literature, then find out and make it available.

One of the best tactics for gaining and maintaining library autonomy is broad based community support. Call it a citizens advisory committee, citizens board, Friends of the Artist as Street Librarian, or whatever you desire, but develop one, formally or informally. A committed staff, an involved community, and open lines of communication provide the infrastructure for ongoing and permanent library involvement with different cultural groups. The librarian as street artist tends to act as a jealous lover in maintaining his personal power base. Power accrues to the disseminators of information. Be careful. The greatest threat to the street artist is that of censorship. Make the community's needs and information system your material selection policy. The more widespread the basis of community support, the greater will be the bargaining position of the library artist.

Few library administrators can contend with different cultural and language groups arguing in support of the library as developed by the street artist. The librarian must often choose between competing alliances, sometimes within the same cultural community. Develop strategies using different groups for different purposes. The Panthers and the Berets may be able to work together in supporting the library programs, but the Panthers and the conservative Black organizations may not work well together in reaching a consensus. Only through interpersonal and intercultural communication will you develop the knowledge of group dynamics necessary for bringing people together. Find out what mixes and what does not through dialogue.

The librarian as street artist is no joke. He takes himself and his community seriously. The library and the community must jointly develop a multi-dimensional, multi-media, and multilingual approach to overcoming the information and materials imbalances in the system. Learning takes place in the community and with it. The community is information hungry and the librarian as street artist can sense the growlings of the body public. The librarian as street artist can make librarianship a glowing art. Leave not art only to the artist and libraries only to the librarians, but make information, art, and different cultures the palette in which community needs are satisfied.

Community Institutions in Search of Community
or
Three Blind Mice

. . . . . .see how they run! They all ran after the farmer's wife, who cut off their tales with the carving-knife; . . . . . .

by George J. Livingston

The history of community institutions in the quest for inner-city citizen participation is reminiscent of the actors in the nursery rhyme *Three Blind Mice.* Institutions have frequently moved in confused directions in search of community involvement and have often experienced rejection and bewilderment. This paper represents an attempt to define some of the recent history of institutional community involvement, problems related to the process and imperatives to change approaches to inner-city areas.

During the past two decades we have witnessed a period of considerable change in the service philosophies of community institutions. Professional practitioners in many disciplines have increasingly accepted responsibility for involvement in defining community needs and developing more relevant community services. It has been during this period that an awakening has occurred regarding new concepts of community. Theorists in the fields of social science, Urban Planning and Sociology began a process of defining community to aid the professional practitioner in the quest for problem definitions and solutions. With the growing knowledge of the concept of community and agitation for social change some professionals and institutions awakened to the need for involvement of local residents in planning and decision making. However, this was not a short term development nor have all community based institutions or professionals accepted the concept of citizen participation to this date. We have experienced a phenomenon of "gradualism." Some professionals and institutions have moved rather boldly in this direction, followed by careful retreats and minimal involvement of local people. Others have given lip service to the need for community involvement with little demonstrated activity; and still others have combined very narrow concepts of community involvement with traditional approaches of the professional determining community needs and programs. By and large, agencies, institutions, and professionals have approached lower income communities with some level of apprehension or a fairly consistent tendency to feel they knew what the community really needed. The student organizers during the past decade seemed more involved in acting out their own rebellion and meeting their own needs than those of the poor communities.

We have gone through a rather turbulent period during the past 10 years of grass roots revolt against exclusion from decision making. Almost every institution in our society has been challenged by those who were in some way alienated, victimized and excluded. The essential message was always the demand to share power in defining needs and liberating the lower socio-economic groups from the tyrannies of the decision makers. The most unusual aspect of the revolt of the under-privileged was that to a large extent it was supported and encouraged at the highest levels of government. The philosophy of resident participation in decision making and institutional change was projected by the Kennedy and Johnson administrations. The spate of programs which emerged from legislation related to housing, juvenile delinquency prevention and eradication of poverty, resulted in the involvement of low income groups on their own behalf in a manner unparalleled since the Reconstruction period. This represented the giving of power to population groups that had been powerless, planned for, treated with condescension, and systematically victimized by the institutions of society. There are major questions and disagreements in respect to the methods by which the poor used their short-lived power. But there is no question that many institutions became sensitized to communities and community needs as never before. The poor, the blacks, and the dispossessed did not wrest power from the decision makers. However, they demonstrated that the myths related to apathy, indifference, and inability to participate meaningfully in their own behalf, could no longer be used as a reason for exclusion from need identification and decision making.

We are now in a period where there is an erosion of the concepts of people power. Federal policy started on a reverse trend when it became evident that the deprived seriously accepted the mandate of involvement and participation. We have witnessed the total emasculation of the federally funded Community Action Programs designed to have an impact on institutional change. The cry of, "maximum feasible participation of the poor," is no longer heard in the land. For many the slogan is as archaic and historic as, "Remember the Maine." Many present day graduate students have never heard the term. We are now witnessing reversals on the part of some institutions that once took seriously the concept of diversity of representation in planning and program development. Inner-city residents whom I refer to as "tokens of acquiescence" are being selected to represent the so called legitimate concerns and needs of local communities on planning committees, advisory committees, commissions and boards. Some community leaders who were able, dedicated and knowledgeable have been coopted through jobs; they are given a false sense of status through association with upper class decision makers and rewarded as token appointees to civic bodies. These persons are frequently emasculated psychologically due to their overwhelming minority status and their inability to compete as equals with their colleagues in these sophisticated and urbane groups. This practice of benign disarming is not directed towards any particular racial or ethnic group but is a method frequently employed by institutions to deal with the "needlers." This is in keeping with traditional practices in our society.

It has been difficult for well meaning professionals and policy makers to understand why the poor and excluded rebelled against their well meaning friends. The marriage between the service givers and supposed recipients did not jell because their perspectives of problems, needs and procedures were so completely different. William Ryan, in his approach to the problem, makes the following comment:

> "As I picture the person who will be reading these words, he already knows in some detail about the obvious victims, he knows there are poor families, slums, discrimination, miseducation, exploitation. He not only knows but he is concerned, and his concern is not abstract. He acts - at the polls, in civic groups, in church organizations. He wants change. He wants an end to racism and injustice. And, despite the pessimism of many I still cling to the belief that this group of concerned citizens who act on their concern hold the key, the only key, to non-violent change in American life. But, in another sense, this concerned citizen has not escaped; he too is a victim. He has been miseducated and misled by an ideology, a mythology, a set of officially-certified non-facts and respected untruths, and this ideology - which has been infused in every cell of his brain - prevents him from seeing the process of victimization as a total picture." [1]
>
> Ryan further states that: "Good intentions and vigorous actions to improve social conditions are constantly being crippled, sabotaged and deflected by insidious forces that have already pre-shaped the channels of thought. Because those who intend good and act with vigor also believe things to be true about the poor, the black and the victimized. And so believing, they are easily tempted into accepting the mythology of Blaming the Victim."[2]

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[1] William Ryan, *Blaming the Victim*, New York, Random House, 1971, p. XI (Introduction).

[2] Ibid. p. XIV.

Ryan is simply stating that from the perspective of middle and upper class American social problems stem from the personal make up and pathology of the individuals who are poor. The thrust then has been to change people and make them more like "Us." And, indeed it has been the traditional perogative of "Us" to determine what is needed to change "them." The poor on the other hand has had a totally different perspective and orientation in regard to problem definition and needs. The grass roots participants in planning and action schemes sees the very institutions designed to help them as a part of the victimizing process. His major thrust has been to change the institutions of the community and the bureaucracies of government and make an impact on the sensitivities of the decision makers. *The poor and excluded have never seen themselves as pariahs or unfortunates* - but simply exploited, demeaned and often ignored. It was this variance of perceptions between the institutions and the excluded which set the stage for the conflicts that destroyed federally supported resident participation programs and hastened the retreat from this philosophy on the part of many institutions. It was the sincere and determined thrust for institutional change that stimulated the withdrawal of foundation support from citizen participation programs having a potential for confrontation which entrenched establishments.

Frequently institutional representatives have evidenced consternation and bewilderment when overwhelmed by hostile groups after having engaged community people and local groups in planning procedures. Certainly one sometimes expects problems and failures when the most precise and expert approach has been made to insure democratic involvement of people. There are unfortunate failures. However, this should not prompt the institution to retrench in its outreach endeavors. Professionals, businessmen, agencies, organizations, corporations, etc. experience failures of major proportions in their daily activities. This prompts them to search for new knowledge, new resources and above all evaluation of the problem. This is important because frequently their survival depends on avoiding the same failure or mistake on another occasion. This is not the case in respect to institutions working with a community. They can simply pick up their marbles and go home - and they often do. Inexperienced professionals have sometimes included "residents" in planning while excluding the real community decision makers. When opposition mounts they often ask in consternation, "who speaks for the community?" In essence they are asking, who wields the power? It is important that practitioners and institutions learn that some kind of power base exists in every community irrespective of its impoverishment or disorganization. To ignore it is to invite defeat of community based institutional activities. Robert Prestus conceptualizes community power as:

> " . . . . . . a system of social relationships. This presupposes in every community a certain ongoing network of fairly stable sub-systems, activated by social, economic, ethnic, religious and friendship ties and claims. Such sub-systems of interests, values and power have desirable consequences for their members to the extent that they satisfy various human needs.[8]

If we accept this theory of community power it is obvious that it is imperative that institutions become knowledgeable about a community before reaching out for participation. Evaluation of a given community might suggest that any institutional thrust would be foredoomed to failure.

Another caution relates to the method of approach to community people. People in low income areas are extremely sensitive to elitist, patrician or condescending attitudes. They have been "had" time and time again - by the project hustlers, the social workers, the researchers, the politicians ad infinitum. They are sensitized to the phonies and promises mean little. Too often they have seen themselves used as pawns for federal grantsmanship while the institution then proceeded to program independent of the citizenry. The examples are legion in respect to urban renewal programs, poverty programs, multi-service centers, model cities and a plethora of other grant funded endeavors. There has been a consistent victimization which has eroded confidence in the professionals and the institutions they represent.

The problem of value variances was referred to in previous comment, however, it cannot be over emphasized in the context of community involvement. It is important to note that professionals are frequently blind to the racism in the institutions they represent. They are often unaware of the sensitivities of community people and the reasons for these sensitivities. And perhaps there is the least awareness in respect to the image the professional and his institution has projected. Sometimes the cues to which inner-city people react are subliminal and unconsciously projected out of ones set of values. Some professionals have found it difficult to accept disagreement and rejection of professional modes of action from the service recipient groups. Often the manner of expressing disagreement is threatening to the "outsider" although within the group or community culture it is acceptable and essentially non-threatening. The directness of expression which often derives from a paucity of middle class vocabulary is frequently interpreted as rude and hostile. Perhaps the most crucial test of ability to work with a community is the flexibility of the worker and his or her institution. This relates to the ability to accept the fact that residents in lower socio-economic communities may have a better grasp of needs and the necessary programmatic procedures to meet needs than the institution. *This does suggest that the resident or his group is always correct in assessments.* It does suggest that their points of view are often more finely tuned to the specifics of *their* community, *their* problems and *their* needs.

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[8] Robert Prestus, "Community Power Structure: Theoretical Framework," *Strategies of Community Organization*, (eds.) Cox, Erlich, Rothman, Tropman, Itasca, N. Y., Peacock Publishers Inc. 1972.

Agency and institutional boards are frequently derived from the social class that has traditionally been in the decision making role in the larger community. In this role they have determined needs, set priorities and established community goals. Often, they have determined the level of social welfare services to be provided, controlled inner-city education by determining levels of school levies and influences the tax base decisions for vital city services. The leaders (and often lay people) in inner-city areas have a much more acute awareness of these facts than those who are functionaries of institutions. When the professional suggests to the inner-city resident leader that he is going to share power in need determination and program design - the immediate response is often one of disbelief; or more appropriately, "what is the hustle?" The community leaders frequently know the men and women who sit on the policy making boards of our institutions. They have often encountered them on behalf of community interests with behests, demands and appeals. They know how the decision makers deal with the powerless and their needs. Thus the professional in quest of community involvement is sometimes confronted with a situation of resistance and suspicion which is not of his making and difficult to understand.

When one reaches out to the black ghetto there are other perspectives which influence institution-community relations. In the ghetto areas there is a keen awareness of institutionalized racism. The very existence of the community is a daily reminder of racism in our society. The resident frequently looks at the institution from the "black perspective": (a) how involved are blacks in policy formulations?; (b) is minority representation a form of "tokenism"?; (c) where are the blacks in administrative hierarchy?; (d) how relevant and responsive is the institution to needs of minorities?

It is not the purpose of this paper to suggest that institutions cannot develop meaningful working relationships with inner-city communities. The intent is to point up some of the reasons for failure of communities to respond to institutional overtures and to suggest that institutions, and not inner-city residents, are frequently responsible for community program failures. Many agencies and institutions have a fine track record in working cooperatively with communities. It is suggested that along with commitment there is a need to develop knowledge of communities, a flexibility in approaches and acceptance of differences in people, perspectives and cultures. Professionals must learn that there are basic principles—but no rigid guidelines—that can be applied to every community. Each community is a different entity with unique profiles of history, leadership, institutions, problems and experiences. It is utterly intolerable that institutions can exist in the name of "community service" and from board to practitioner level have little or no understanding or rapport with the community it is suppose to serve. It would no doubt surprise most middle and upper class citizens to learn that there is more "community pride" in some deteriorated inner-city communities than in many "bedroom" communities of suburbia.

During the 1970's we are beginning to see new patterns of community participation and involvement emerge. They develop out of the abrasive and often humiliating experiences of the past. The architects of the federal juvenile delinquency prevention programs of the early 1960's projected a strategy of confrontation with the establishment to achieve community goals. The civil rights thrusts mobilized blacks and liberal whites to challenge the racial inequities of our social systems. The "war on poverty" was lost by the poor on the battlefields of institutional change. There are those who feel that the struggle for inner-city resident participation and community decision making has been totally defeated. In my opinion this is not true. It is true that a sense of betrayal and suspicion lingers as a legacy to be dealt with by community institutions. On the other hand a decade of involvement created a reservoir of leadership skills, political savvy, knowledge of civics and levels of skills in planning and developing action. Contrary to popular thought grass roots leadership has not left the inner-city en masse. By and large it has been the project specialists and the trained professionals who have turned to greener pastures.

The name of the game in inner-city communities today is "self-help" with professional consultation and technical assistance. In many instances the professional is now accepted on community terms or not at all. The community leadership is no longer looking to the institutions to bring them a plan—they ask institutions for resource assistance in developing plans. In some inner-city communities there are more relevant programs existing today than at the height of the Poverty Program. These are primarily self help projects. Where institutions have failed, citizens are developing neighborhood instituted programs. They have learned the lessons of grantsmanship and are applying them in their own behalf. Urban renewal programs with their citizen participation myths have been supplemented or replaced by the emerging of Community and Economic Development Corporations. Citizens are involved in planning and developing health care facilities, auxiliary police departments, day care centers, alternative schools, food co-ops, hunger centers, multi-service centers, drug abuse centers, etc. The list is long and also impressive in respect to community ingenuity, investment of energies and response to local needs.

It behooves the institutions of our cities to take the time and really learn about this nebulous thing we call community. They should learn what the potential of our citizenry is in respect to contributions to community endeavors, leadership, innovative abilities, and ability to plan, improvise and develop. Librarians, among others, owe it to themselves to come out of their self imposed isolation and become enriched by a significant segment of our population.

. . . . . . did you ever see such a thing in your life as Three Blind Mice?

Determining Community Information Needs: A Personal Statement

by Mary Suttle

In this outline I am speaking as an inner city resident and what follows is how I *personally* feel about the matter.

I. Inner City Residents Perceive the Service of the Library System As:
   A. A non-communicative animal.
   B. An alien in the community.
   C. A place for children and adults of middle class standing who have time from the everyday responsibilities to make use of the services.
   D. A place for educators.
   E. A place to be quiet and not ask questions, questions that are mundane to the staff but very important to the resident.
   F. A place whose librarians are older ladies, unfriendly, all business, with long dresses and particular hair styles.

II. What Needs of the Inner City Resident Does the Resident Himself Feel the Library Should Fulfill?
   A. Informational Services:
      1. Educational.
      2. Social Service: Job Bank, I.C.D.P. (Intercity Development Project) Services, Welfare Service, Health Care Services, etc.
      3. Economic.
      4. Health Services, comprehensively.
      5. G.E.D. (General Education Department of the State of Wisconsin) materials.
   B. Information on the functions of the political system at the local level, and how it affects the inner city resident. How the inner city resident as a person can participate in a way that will be advantageous to his/her survival in the central city community.

III. What Can I as an Inner City Resident Do to Make This Organization More Meaningful for me?
   A. Making a specific request for information on a particular subject, and allowing the Library enough time to find and forward it to me is one way of informing my branch that I'm around and that I care about having a useful library in my community.
   B. Suggesting to the Branch Library materials that I feel are relevant and useful to the community at present.
   C. Using the Library Facility for community interest programs, classes, seminars, etc. that are of community interest.
   D. Encouraging the Branch Director to launch a special program to orientate the community to the Library's structure, functions and services on a broad plane.
   E. Hiring and training workers from the community. Using existing employment possibilities—CEP (Concentrated Employment Program), NYC (Neighborhood Youth Corp), YDI (Youth Development Institute), Manpower Act, etc.—for utilizing youth and young adults in specific areas of outreach work. These individuals (both adults and young adults) must be from the community surrounding the Branch Library.

Community/Urban Library Service Programs*

In a forceful and persuasive manner Binnie Tate expressed three major points concerning library services to the poor and oppressed.

First, the total process of providing needed information services is a political one. Since politics is the art of learning how to manipulate power to one's advantage it behooves librarians to become politically sophisticated. In this case, the "advantage" is to try to provide information services and programs to the disadvantaged who are currently being denied such services. The affluent segments of our society on the other hand, are getting the lion's share of information services. It would help a great deal if librarians had appropriate representation on various governmental agencies and boards.

Second, the library profession has a broad educational commitment in seeking to provide information to inner city residents. Information is not only needed for survival but it can mold minds and help set long term goals. Until the community is aware of the nature of our expertise it will look elsewhere for models, life styles and goals. The library can become a vital change agent.

Third, the mandate for information service must be based on community desires and needs. Such services cannot be imposed or offered from the outside like "gifts" from the more fortunate to the less fortunate. Indeed, inner city residents have the right to decide whether or not library programs and services are what they need and want.

** Talk by Ms Binnie Tate summarized by Ted Samore and Patricia Beilke.*

Community/Urban Library Service Programs–Outreach

by Monteria Hightower

Any process designed to improve anything is going to require a change in people. Here, in my opinion, is where our problems lie. We are all for change as long as it involves other people, not us. As long as the change does not threaten us in our positions and if you can effect the change quietly, smoothly and without added demands on us, our process, our traditions, our habits, our money and our thinking, you may go ahead with your change, you may plan your programs and you may invite whomever you please. But keep one thing in mind, the minute the library and it's administration is questioned or asked for anything new or different, you have had it. You must THINK. I know this to be true because I have seen it happen more than once. I have seen staff turned off and I have watched frustrations grow and observed less and less being done to provide services to the public because of this attitude. I hear more and more excuses and I see more and more labels used to cover up the inadequacies in our process. The users are blamed for not taking advantage of what they don't want and we librarians can't understand why they don't use us.

I get cold chills from hearing us talk about "Outreach". Why can't librarians provide services without the descriptors? Who among us are prepared to deal with outreach? What about your co-workers and colleagues? Where did you learn the process? Educational Institutions were not teaching outreach when some of you were students. Think about it, where did you learn about Outreach? and how did you know that what you think is outreach is what is needed in communities?

This morning, Mr. Duran was talking about his kind of outreach; can you do what he described? Would you do what he described? And to go a step further, what is an outreach program? We have not defined "outreach", and I don't intend to try to define it, but lets attach outreach to program and see what we come up with. Program, as defined by the Random House Dictionary, is a plan or schedule to be followed. Program from the way I have watched it used is an easy "mark". For someone to say that they are going to have a program, you might hear someone ask "what kind?" but no other questions are asked. Program does not require an explanation so we use it loosely and we allow ourselves to be satisfied. Even the librarian planning the program does not give too much thought to it so our users couldn't possibly know what we are talking about.

Think with me if you will about what I consider to be an effective process of program planning. The steps are:

1. *What are our goals and objectives?*
   Before we can plan a library program for our users, we must understand, accept and respect our reasons for existing and everything that we do must be aimed toward reaching those goals and objectives. Maybe we don't need programs, we need to change our goals.

2. *Credibility and sanction.*
   Regardless of what our goals and objectives are, unless we have been approved and accepted by our community, a lot of effort will go to waste.

3. *For whom are our programs designed?*
   Too often we confuse community needs with our satisfaction. How much do we know about our users? Do we really know or are we operating on assumptions? Is there dialogue between the library and the users? Where do we involve the users in our process?

4. *Do we have what we need to make this an effective program?*
   Are there books, information and resources readily available or do we have to make excuses when our users ask us for what we told them we had? Is there an outside agency or resource available to whom you may refer people? How much dialogue do we have with other disciplines and resources that may support and strengthen our process?

5. *What do you expect this program to do?*
   Will your program help someone? Does it cause behavioral changes; attitudinal changes; will it disseminate information, teach skills, provide added knowledge or new experiences? Who develops the content and is that person(s) the best person(s) to run the program?

6. *What are the measuring indicators?*
   How do you measure the effectiveness of your program? How do you determine if this process should be repeated or deleted? Who determines what programs are successful so that they can be used to justify repetition or solicit support?

7. *What is the process of identifying community needs?*

8. *What are the alternatives?*
   What happens if this process and/or program fails? Are we prepared to hold, or more importantly, get an audience?

Before designing a program, it is my feelings that we should discover what is needed, what is being done, compare that with what should be done and plan programs or experiences to fill the gap in between. We identify a problem (using community people), analyze the need (community input), develop a strategy (with community help), provide alternatives and plan a program that will focus on the solution.

Programs planned for the sake of planning programs may be of little value. It is my opinion that any and all programs must have an anticipated result; if they are planned around an identified need we may anticipate the participants getting new experiences, they will learn skills and techniques, they will get new knowledge and information, they may leave the program with a good feeling and the program planner will be able to measure the effectiveness of his program.

To the students in this audience, I would like to caution you that if you are bubbling over with aggression, it is best that you learn now to control that aggression. In the real world it is very easy to be stifled. To the professors in this audience I would urge you to prepare yourselves to prepare students to function in the real world. There is too little correlation between the practice and the theory. In addition, professors, answer one question for me if you will, how long has it been since you worked in a library and what gives you the right to dictate to students how they must function in a situation that you really don't know about? Try it professors, it is not like the book says at all and you are misleading your students. They will not be prepared to cope in the real world and it is your fault.

II.

URBAN LIBRARY TRAINING PROGRAMS

The Community Media Librarian Program of Columbia University

by Miriam Braverman

The concept which forms the core of the Community Media Librarian Program at the Columbia University School of Library Service is that of the public library system as an information component in the delivery of services to populations in the inner-city. This concept was developed by Major Owens, librarian and former Commissioner of New York City's anti-poverty program.

The program's concepts dictated the type of student we recruited. The basic requirements for admission to the program were:

1. Experience in community activities;
2. A bachelor's degree *or* some college background and community experience which demonstrated an active involvement that resulted in a contribution to the community. It was felt that a community oriented program would benefit by having students knowledgeable in that area, who for one or another reason could not complete their formal education.

Above all, we sought students who were committed to service in the community and who had a desire to improve the quality of life in the inner-city.

Recruitment and Selection

As is usual with government funding, time passed and was beginning to run out, and we still did not know if there would be a program. At the suggestion of Professor Frances Henne, a member of our advisory Committee, we mailed a notice to minority students graduating in June 1973 in communications, humanities, social sciences, ethnic studies. The list was supplied by the Minority Graduate Locator Service of the Educational Testing Service, Princeton, New Jersey. We asked 462 students if they would be interested in our kind of program should it be funded. 200 replied with a yes.

When the notice of funding came through, we distributed several thousand brochures. They went out to public libraries across the country and were distributed through Commissioner Owens' agency to anti-poverty programs throughout New York City.

Over 100 applications were received. After preliminary selection, our recruiter, Geraldine

Clark, accomplished the herculean task of travelling across the country in a two-week period to interview forty-three of the candidates.

Sixteen students were chosen to participate in the program. Fourteen have college degrees. All have completed almost two semesters and their performance has been commensurate with that of the regular library school students. Twelve are Black; one is Puerto Rican; and three are white.

Curriculum

Our students, all of whom will receive a Master's of Library Science upon completing 36 credits, take the basic courses required of every Columbia University SLS student: Foundations of Library and Information Science (6 credits) and Fundamentals of Subject Bibliography (3 credits). They also choose two electives, in or outside of the School of Library Service.

The core of the Community Media Librarian Program (COMLIP) is the Community Information Seminar by Major Owens. This course is concerned with the concepts of community librarianship, and also serves to integrate the students' experiences in the Media Production course and in Field Work.

Several people have been instructors for the media component of the program. Bill Miles of the Buffalo and Erie County Public Library taught an eight-week segment concerned with the inner-city and communications, as well as with resources and some production. George Stoney, Professor of Film at New York University and Director of NYU's Alternate Media Center, is teaching production techniques with emphasis on video tape recording.

The students began their field work in January 1974 under the direction of Elizabeth Merkelson, former Coordinator of Special Services of the Queens Borough Public Library (N.Y.). They are working out of public libraries in Harlem, the South Bronx, and Brownsville, and out of the Langston Hughes Library and Cultural Center of the Queens Borough Public Library.

At a special program during ALA Midwinter, the students put on a slide-tape presentation which showed sample information packets in visual form and explained their concept of the program. Librarians attending the ALA 1974 Summer Conference will be able to see the program in action on July 9th and 11th, when buses will leave the Hilton for field work locations.*

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* Tickets for this special event, which is offered by COMLIP in conjunction with the ALA Office for Library Service to the Disadvantaged, are $5.00 and may be obtained by advance registration.

The Urban Library Services Program (1972-1974) At Case Western Reserve University

by A. J. Goldwyn

Of the myriad opportunities, challenges and roads both taken and ignored or forgotten in the history of the Urban Services Program at Case Western Reserve, I shall discuss only recruitment and selection, formal coursework, and the role of fieldwork. To describe the total program and then to interpret it either from my own point of view or from that of the students would take the whole time of this conference. And fascinating as it might be, it would still be less than all of the story. I think the cliché which goes:

"The past three years have been busy but happy ones." Well, they have at least been busy. And from the point of view of library education, they have been instructive and, I think, important.

Recruitment and Selection

The School of Library Science sent announcements of the programs to the library journals and to several mailing lists including State Library Agencies, Ohio Public Libraries, large public libraries across the country, Northwestern Ohio colleges, and colleges of the United Negro College Fund. Interested prospective students received a regular application form; the application fee was waived, but the application form itself was not changed, nor were the requirements for references and for transcripts of undergraduate work.

A supplementary application form was also required to be filled out. It was intended to reflect our purpose to seek out students who could give some evidence of commitment to service in urban disadvantaged environments. Applicants were asked about experiences in which they had participated (voluntary as well as paid), which were appropriate for the purposes of the programs, and for a statement of their reasons for applying to this particular program. "I like books and I like people" was not considered adequate. The selection committee considered past academic records, but it placed more importance on the applicant's apparent motivation for urban library work and on his or her understanding of the conditions in which such work would be performed. Applicants who wanted to "help" people but who had no contact with urban poverty were not accepted.

For most individuals, the interview was the major factor in acceptance or rejection. The interviews were conducted by a subcommittee of faculty and at least one advisory committee member. (The advisory committee is made up of nonprofessional representatives of community organizations and user groups, and is presumably innocent of professional bias.) In two cases—candidates in Memphis and Seattle—I asked locally employed alumni to conduct the interview. Roger Mae Johnson and I took a—literally—one-day flying trip for airport interviews in Nashville and Washington.

The School received 104 inquiries from many parts of the country. Twenty-six of the inquirers formally applied to the program, and eighteen were accepted. Thirteen began the program.

Two significant factors prevented recruitment of the full fifteen participants which the School has planned for. One was the lateness of the date the School could be positive that the program would be funded and carried out. This delayed sending announcements, receiving applications, and scheduling interviews. The other was that, despite the stipend for students, some of those whe were interested felt that they could not live on the amount of money available and decided either to keep the jobs they had or to accept job offers they received at the time that they were accepted into the Urban Library Service Program. The length of the program undoubtedly discouraged some applicants, particularly those with dependents. Thus, several excellently-qualified individuals were unable to attend the Institute.

If I were planning another recruitment campaign, I would contrive to get out announcements somewhat more impressive than the mimeographed letter-sized sheets we used; I would try for at least six months' lead-time; I would consider advertising in the *New York Times* and perhaps also in some other newspapers, including certainly the larger Ohio cities. I would investigate entrees to *Jet, Ebony* and certain other national periodicals; and I would alert Spanish-American Committees and similar organizations across the country. Our advertising was in general rather too conventional—probably too elitist and certainly too much in our usual pattern—partly because of the time and money crunch I have mentioned, partly because of the fact that we had to learn by doing.

I believe that the supplementary application form and the personal interview by a specially-formed committee were steps in the right direction—that is, toward discovering sensitivity and a special kind of promise for work with the disadvantaged. Another, more subtle kind of screening would also be useful: the ability to identify those potential library and information specialists who see, or can see "the system" as it really is, with its many faults, but who perceive in themselves the ability and the maturity to use its resources, to work for its betterment, and some day to make it a better thing. Essentially I am talking about the difference between hate as a motivating force—a destructive one—and hope, which can build, because it is nourished by love. It is the librarian of hope that our Institutes should seek to find and, with sound training become urban information specialists.

Formal Coursework

The plunge from such a high philosophical note to a description of the formal course framework may turn out to be as dull as it is sudden, and the students were certainly afraid it would turn out that way. My own view of the course work is that it has been like most in graduate school, a mixed bag. None of it has been intolerable, no one has revolted or given up, and there has been sufficient variety that something has appealed to everyone. While "appeal" is admittedly not the prime criterion in curriculum development, it helps.

In order to obtain technical library skills and an acquaintance with the field of librarianship as a whole, students took at least three courses in the public library curriculum. In their first semester, they took Foundations of Library Science, a course required of all students in the School, an exercise which analyzes the library as a communication system, and presents the elements of library service in that context. In the second semester, they took the general reference course offered to the total school population. During the first intersession, they took a concentrated version of the regular course in Bibliographic Organization and Control. Their reactions to these courses were similar to those of the rest of the student body—while the interest of different students varied, most of them felt the courses were helpful in introducing them to the materials and skills they would need to provide and later to supervise a program of library service. Other courses—children's literature, group work with children, government documents and so on, were available as electives throughout the program. During the second intersession, a special presentation of "Literature for Minority Children" was given by

Ms. Roger Mae Johnson, Head, Lewis Carroll Room, Cleveland Public Library, and field supervisor for this program. A specially-designed a-v materials course is bringing the students back together in the last semester.

The attendance in "regular" library science courses enabled the students to meet others who were planning to go into different areas of library service. There does not appear to have been a great deal of interaction between students in the Urban Services Program and those in other programs, but this is not unusual; within the School of Library Science, students associated with any one program tend to communicate and socialize more with each other than with students in other specializations. And without dwelling on it too long, I would make the point that students in the Urban Services Program, despite their dedication and commitment to work with the poor, will in fact graduate with the same degree as do their so-called "regular" peers. Circumstances may find them in time holding jobs "upstairs" in the library, or even in such non-public environments as special or academic libraries. They will still have a Case Western Reserve University MS in LS, and we hope it will still have meaning.

The continuing block of time in which all of the students have participated has been the six-credit hour Seminar. It is their own unique class experience, designed to provide background and theoretical perspective to complement their field activity. Starting from the third week of their first semester and continuing to its end, the Seminar dealt with "The Individual and the Community in Urban Poverty Areas." George Livingston from the School of Applied Social Sciences conducted the Seminar. He conducted field trips, brought in people from the community to participate in special panels and discussions, and invited other members of his faculty to discuss their specialties. Members of the faculty team from the Library School attended the Seminar along with the trainees, not only to learn along with them, but also, as appropriate, to provide input from the context of their own experience and interest areas.

Mr. Livingston's course was carefully planned "to help library school students become more knowledgeable about the special characteristics and problems of individuals and groups in inner city areas, and to increase their skills in working with the select population group." Units included urban poverty, socialization of the individual, the culture of poverty, small group theory, working with community organizations, and external influences on poverty communities. I sat in on all of these classes and thought them marvelously worthwhile, perhaps due to the skill of Mr. Livingston but certainly also because of the relevance of the material. If I were to shorten the whole program, I would consider cutting even fieldwork in order to preserve this broad overview of a great portion of American society.

From another point of view, however, it became apparent at the first mid-year point that the diverse backgrounds of the students was making it difficult to maintain Seminar content at a level equally appropriate for them all. Some students had had heavy social science content in undergraduate school and found the material insuffiently challenging. One or two found it difficult to follow, while the rest felt the level was about right. Since the students were available prior to the start of the second semester, as they had not been before the start of the first, it was arranged for them to meet with the next instructor in order to exchange ideas about what would be desirable for the rest of the year.

The content for the second Seminar was "Education and Information in the Urban Community," and the chief instructor was Eugene Bartoo, a member of the University's Department of Education. In order to help the students relate the material to possible library applications, the public library specialist attended most Seminar sessions as part of the teaching team. The Seminar provided for analysis and then synthesis of all of the elements involved in designing an educative program. Each of the students worked on a program which would be appropriate in his or her field location, and some of the students were able to implement the programs they designed. This approach seemed to make it possible for students to concentrate on problems congenial to their individual backgrounds and interests.

Main session topics started with a general group on the "referents"—schooling and society, psychological and philosophical considerations, and needs assessment design. The rest of the semester was blocked out into four groups: strategy decisions in programming, logistic decisions, evaluative decisions, and finally, the program design itself.

While this may be perceived to have been a bit much, it did engage the students' interest, they were able to relate their fieldwork to the principles and models presented, and it will provide a good carry-over into "real life."

The third Seminar was organized and presented by Dr. Dorothy Sinclair, a faculty person with broad professional experience in both metropolitan and State library work, and of course now top officer of the Public Library Association. She combined materials from her courses in "The Library and the Community" and "Public Library Administration," bringing a wealth of illustrative anecdote ranging from California to Texas to Maryland to Ohio, and broadening the perspectives of the students in every way beyond their own experience in the branches and agencies of one metropolitan area, especially in inner-city program budget justification.

There are other fields which might be drawn upon in a broadly interdisciplinary course such as this: management and political science are two from which we have invited special speakers. But the relative inexperience of the students, even after a year and a half of field work, makes difficult a complete comprehension of the issues, values and responsibilities involved in management decisions. I must leave as an open question the value of such concentration at the level where these trainees found themselves.

I should add, before leaving the subject of coursework, that Dr. Sinclair, if she were here, would voice her firm disagreement with the decision of the planning group—of which she was a part—to *begin* concentrated seminar work with a study of the community and with program design, before doing the conventions of public library structure and service. It was the contrary view of the majority of the planning group, given the special purposes of this program and its heavy continuing component of field work, that a more informed consciousness of the community would make a firmer foundation upon which to judge the organizations and structures which libraries have devised to serve it. Again, an open question.

Field Work

Each student spent sixteen hours per week in fieldwork. During the first year, this time was divided so that twelve hours were spent in a community social agency, and four hours in a branch library in the same community. Agencies included community centers, a job training center, a branch of the Legal Aid Society, a Social Security Administration branch office, settlement houses, a community fair housing office, the Society for the Blind, the Vocational Guidance and Rehabilitation Service, and a number of others. All of the cooperating libraries and agencies were anxious to help the students have a good experience, and became interested in the program as a whole. The representatives of the social agencies generally had more experience in supervising students, since they have long trained students from the School of Applied Social Sciences. The librarians had had less experience with students—and they also had less of the students' time. For these reasons, particularly the latter, the library supervisors seemed to have difficulty in providing meaningful learning experiences; in a few cases, they resorted to giving students clerical work or even "busy work." Perhaps also in some cases the mission of the students—to look into "outreach" opportunities—aroused feelings of guilt or paranoia among those sensitive enough to respond. But this may be to say too much. In any case, the social agencies generally treated the library students in the same manner as they had always treated their own. This was not inconsistent with the aims of the program, since the planners felt that some social work skills and perspectives would be useful for urban librarians. Some of the students, however, were bothered by this emphasis. If a similar experience were planned in the future, we would provide for more open discussion of what the social agency experience might do for the students, in order that they might perceive it more meaningfully in the context of their training. We would also consider a different manner of dividing agency and library time.

We visited all of the social agency supervisors individually, partly to "case the joint," in those instances where we did not already know it, and partly to explain the program and to agree upon the individual who would act as supervisor. We familiarized the librarians with the aims of the program through a group meeting before field work began. After the students arrived in the field, each supervisor received written guidelines for the field experience.

In looking back over the first year, I feel that both agency and library supervisors needed and wanted more contact with the university-based staff than they got. If we ever repeated this experience, we would meet with all the supervisors after two or three weeks of field work so that they could raise questions and share experiences with each other. The reason, in fact, that we did not do this was that we were too quick to buy someone's opinion that we could never get them all together at one time. The year's association proved a greater willingness to be involved in more aspects of the School's program and planning than we ever would have guessed.

Both agency and library supervisors were requested to give evaluations of the student' work at the end of each semester. The form used in the fall was revised in the spring, making it much more specific and in that degree much more useful for all concerned.

Student participation in program planning became a real factor in fieldwork at the end of the spring semester. They initiated a meeting to discuss their fieldwork proposal for the second year. They proposed that they, as a group, would take over a branch library and act as its staff. We agreed that such a laboratory might provide more meaningful field work than other possibilities under consideration.

We got in touch with the administration of the Cleveland Public Library, as being not only the largest of the systems in which we had placed students earlier, but also the most varied in its array of possible sites. I should pay tribute here, belatedly but sincerely, to the whole-hearted cooperation we received from Walter Curley, the former Director, and Clara Lucioli, the Director of Professional Services. Miss Lucioli welcomed the opportunity to stretch the potential of a central city branch, using the muscle of a group trying to develop new types of service. Students were given the chance—a guided tour, really—to visit several possible sites.

They selected a branch located in a community made up of more than a dozen Eastern European ethnic groups, a large Black population, and small groups of Appalachians and Puerto Ricans. After interviewing three persons, they also selected the professional who would act as branch librarian and provide liason between the University, the branch and the main library. She is Ms. Bruni Boyd, a Case Western Reserve University Alumna with a Puerto Rican background and considerable mainland sophistication. One other professional, a children's librarian, was also assigned to the branch.

I could say much more about rivalry—sometimes playful, sometimes not, which has developed from the "togetherness" of the operation. This symptom was somewhat alleviated during the second year due to a shift in OE guidelines which encouraged our "reclassification" of the Institute participants as trainees, instead. Although toward the end of the fourth semester most maintained a base in the common branch, several branched out again for separate experience in bookmobile and public housing service, duty in neighborhood information centers, etc. As we enter into the final evaluation phase of the program, faculty and staff—with a good deal of help from the students—are perceiving changes which we will recommend for future programs: changes, first, in recruiting, to aim for greater subtlety and perceptiveness; and, second, in guidelines and routines for fieldwork. The program has been an important instructional experience for the School of Library Science.

As for the students, I think that the majority see hope, that is, hope for themselves and for the poor they have been learning to serve. I expect that all of them will be activists in the establishment, and I am glad of that. They have seen enough since they have been in the program to reinforce a strong belief which they brought to it; the belief that they can improve at least one American institution, the public library, and that they can make it do good for others.

The Community Information Specialist Program

by Miles W. Martin, jr.

At the University of Toledo, we are preparing students at the graduate level for jobs either working in community organizations as the information specialist in the agency or for working in public libraries as community information specialists. Graduates who work in the public library spend a good deal of their time in the community trying to find out what kinds of information community organizations need which would not presently be available through the public library. They then work within the library to assemble this information and to recommend new sources of information to the library and to make known new collections of information to community organizations.

The education of the student is non-traditional. The faculty does not feel at all certain about what the contents of courses ought to be and thus rely heavily on student input and feedback from field experience to adjust the content. There is a colleague relationship between faculty and students, and "courses" tend to be discussions, drafts and seminars rather than lectures.

The student has three major kinds of experiences in the program. He gets theory and practice in the collection, organization and dissemination of information, otherwise known as the core of library science with a few modifications. He then has a block of courses and experiences including case studies, role playing and structured experiences which are aimed at developing his sensitivity to social processes.

The third major component is field experience in the community. These field experiences begin in the first quarter with work on real problems for community organizations as part of courses and for this he has to go into the community for his data. For the second quarter, the student spends half of his time working as a volunteer information person for a community organization. During the third quarter, the student works full time for ten weeks as an information specialist for some agency in the community. The organization and the University write a contract and the student gets paid $750 plus having his tuition waived for the quarter. Although the student writes a thesis during his last quarter, it is a write-up of his field work experience from the point of view of describing the information environment with recommendations.

We began with twelve full-time students in the program in September of 1972. As of now, the 1973-4 academic year, there are forty-two people in the program. We have not had federal support of any kind. More than half of our students support themselves by working full time during the day and taking classes at night. To this end, our faculty teach a double load of course—all of the courses being offered both during the day and the evening. There are only three graduate assistantships available. We rely heavily on advice and support from the community and on the high motivation of students for the viability of the program.

We have five full-time faculty members and an advisory council consisting of twenty-five people who are either directors or representatives of community organizations or information specialists working in Toledo. Members of this council give lectures, give advice to students who are having problems in their field work, and assist students in the writing of their theses. All of them do this without pay.

The emphasis in the program is on the delivery of information to the informationally deprived. In most cases this means that we are particularly interested in minority groups, in the poor, the elderly, and the institutionalized. We have had difficulty in getting nationwide publicity because we operate on a small budget and are not federally funded. We need good students and we need more faculty. Unlike many library schools and departments these days, we have little difficulty in placing our graduates in public libraries or community organizations. The average starting salary is about $11,000. Anyone who is interested in further information ought to write or call me.

Designing Library Education Programs To Meet Community Information Needs

by Lotsee Smith

In any program the most critical component is people. It takes a very special kind of person to be a successful "community" librarian. I'm afraid we've not been very diligent in seeking out this kind of person nor in designing courses to train them in our library schools.

If we could begin our task of designing library education programs to meet community information needs, by designing people to be selected for these programs, the rest of our work would not be so difficult. Unfortunately, the limitations imposed upon us by our creator do not permit us to begin there. So where do we begin - by implementing special recruiting programs to lure to library schools, persons who might have a special talent for working with community information needs? By calling in a group of "experts" who sit around a beautiful simulated woodgrain conference table and in one or two days decide just what "we" should do? By seeking funds from the federal government to support some special programs or provide some stipends for needy students? By designing some special courses? By seeking out a model training program from our colleague? By identifying what community needs are?

The truth is, we begin in all these ways and in many more. But before we discuss the kind of person most suited to role of community librarian and before we can rationally discuss redesigning library education, we need to examine the second part of our topic, "community information needs". It is logical that we specify what these needs are before we indicate the kind of person needed.

Our task is complicated even further, when we attempt to answer the question, "what are community information needs?" Only one who is very naive would care to ask such a question and expect a simple answer. It reminds me of the lady from Connecticut who recently wrote the editor of the American Indian Historical Society's newspaper, Wassaja, with this request, "I would like information on the American Indian. I would like all the information that you have."[1]

If someone will give us a brief, concise description of "community need", then we can, with more certainty, describe the kind of person needed to fill the role of "community information needs supplier" (or to use a more familiar term - librarian) and we can, with more certainty, design our library courses to train this person.

One problem with trying to describe community information needs is that they are as varied as the communities themselves and the needs may change with varying degrees of rapidity. One thing is evident and that is, community information needs must be determined on a local basis.

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[1]. *Wassaja*. January, 1974.

How does one go about finding out what the information needs of a community are? One common format for obtaining pertinent information is the opinion survey. Information gathered in this manner lends itself to statistical analysis and provides good clues as to community interests and expressed needs. If a rating scale is used for responses the degree of interest will be indicated. There are always some inherent weaknesses in this type of data gathering, such as important items being excluded from the survey, difficulty in getting 100% response, the seriousness of the responder, etc. Other means of gathering information, such as personal interviews and questionaires are also subject to misinterpretation, bias and "sins of omission". Generalizations can be drawn, however, if one of these forms of surveying has been employed systematically to a locale.

A second source of information to be tapped when doing a needs assessment of a particular community is census data. From this source such facts as age, sex, income levels, educational levels, family size, economic characteristics, industry, occupations and race can be obtained.

Data banks, such as New Mexico's Data Bank and Information Center, a part of the Bureau of Business Research located at the university of New Mexico may be able to provide not only census data but information on commodities, housing, transportation, communication, public school, higher education and many related areas. A directory of data banks in the field of information services is available.[2]

And let us not forget that time honored method. the grapevine. This method combined with perceptive observation may be the best means of all for gathering information. But it means that we must be involved on a personal, one-to-one basis with members of the community.

There are some interesting, exemplary library programs being implemented around the country. Some of the "Model Cities" programs are designed to meet urban community information needs. Special library services and programs are planned in these projects to meet specific needs and they may range from bicycle repair workshops to helping with income tax forms. The National Indian Education Association is directing a five year project which is implementing specially designed library services based on community information needs in three widely separated Indian communities in New York, North Dakota and Arizona.[3] An extensive interview schedule to assess community information needs was developed in the first phase of this project. The use of video tape recorders to tape local activities, has met with enthusiastic response in at least one of these sites. In New Mexico Ms. Janet Naumer, the instructor in a library Institute which I'm directing, has taken the NIEA interview schedule and adapted it for use in eight New Mexico Pueblos. Interestingly, preliminary scanning of the returned forms indicate that one type of information most desired is that of legal and civil rights.

A slightly different focus has been taken by an urban library project in Sioux City, Iowa. One of the stated objectives in this project is: "the education of the non-Indian population to the history, culture, and system of values of the Indian people, to the advantage of both majority and minority groups."[4] A worthy objective to be sure. The big question is how will they evaluate their impact upon completion of their project and what will the effects of the program be.

Perhaps these "model" library projects can give us some guidance in attempting to meet community information needs.

These projects point out the diversity of community information needs and interests. They also point out the difficulty in training personnel. How do we design library courses to meet these diversified needs? Do we need to "teach" specific skills such as techniques of surveying, operation of video tape recorders, or access to legal materials? Certainly these cognitive skills are important, but perhaps more important are those in the affective domain. I am firmly convinced that personal characteristics such as attitudes, motivation, enthusiasm, sensitivity, perceptiveness, and personality are equally, if not more important, than are "learned skills". The area of human relations is one in which most of us need more training. In how many library schools do we see that in the curriculum? How does one go about "teaching" motivation, sensitivity or enthusiasm and where does it fit into the curriculum? Was the role of the librarian in contemporary society ever once discussed in your library courses? It is becoming evident that a librarian can and should become an active participant in community development.

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[2]. Patrinostro, Frank S. and Nathan Mulherin, comp. *Available Data Banks for Library and Information Services.* Tempe, Arizona: LARC Association, Inc., 1973. 1973.

[3]. National Indian Education Association. Summary. *Library Project.* Minneapolis, Minnesota, 1972.

[4]Sioux City Public Library. "Provision of Library Services and Materials To The Indian Population of Sioux City, Iowa, Beyond Those Now Provided," Sioux City, Iowa. 1972. (Mimeographed.)

The importance of the role of librarians in society has been well stated by two library educators. Elizabeth Stone, writing in the November, 1971 issue of "College and Research Libraries", states, "the librarian must accept his share of responsibility for the environment in which he operates; he must bring to these community needs the full weight of his professional expertise. In order to bring expertise to the situation, the individual librarian needs to see fully how the forming of objectives of library service should be related to major problems in society."[5] John Marshall, of the University of Toronto's faculty of Library Science observes, "we need to find the ways of becoming better librarians, more socially responsible, more sensitive to people, more involved in our communities, more flexible and innovative in meeting needs, more imaginative in devising outreach programs, all in all expanding our own base of expertise."[6]

Now, if I may share with you my thoughts on designing library education to meet community needs, I'll regress to my original point. The right kind of person is our most critical requirement in meeting community needs. To the library educators this means recruiting special persons for library training. Some suggestions I have for success in this area are:

1. *Reach out!*

   Design programs that go beyond the walls of the library school and beyond the boundaries of the University. This implies on-site types of training. But by extending educational opportunities beyond the normal setting you can reach many persons who have no other opportunity to participate in your training programs, due perhaps to economic, logistical or other reasons, but who possess the kinds of skills and characteristics needed to be successful "community librarians."

2. *Don't overlook the usefulness and potential of the para-professional.*

   I thing the para-professional has much to offer the library world. They can be quite effective, especially in relation to meeting community needs. I am particularly adamant about the value of the para-professional when the community involves ethnic groups. It is my opinion that you can take a member of a minority group and train them fairly quickly in library skills either as a para-professional or as a professional but the best trained librarian in the world might never, even with diligent effort, be able to "learn" the cultural aspects of an ethnic community. Consider implementing programs designed to train the para-professional.

3. *Consider input into your library programs from other fields.*

   The fields of sociology, psychology, business, management, and education have much to offer the potential librarian. All of us need some working knowledge of group dynamics, systems analysis, human relations, types of learning, personnel management, and of the nature of man.

4. *Lastly, I propose a radical, if somewhat impractical, suggestion.*

   Insist that every library educator do work "in the field" every 3 years or so. It is so easy for those of us in academia to lose sight of reality. If all of us had to serve "internships" in order to recertify ourselves as library educators, we might see some changes in the traditional library courses and we might see more concern for meeting community information needs.

No program will succeed without people who are committed to its success and who possess the right combination of skills, intelligence, ambition and sensitivity. To identify these kinds of persons and to design courses which train well, these persons are the charges given to the library educators if we ever hope to really meet community information needs.

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[5] Stone, Elizabeth. "Quest for Expertise: A Librarian's Responsibility." *College and Research Libraries*, (November, 1971), 439.

[6] McDonough, Irma. "Education for Public Librarians." *Ontario Library Review*. Quoting John Marshall. September, 1973.

Progress in Urban Librarianship

by Patrick Sanchez

I would like to express my appreciation to everyone involved in planning and implementing this worthwhile seminar, and for inviting me to participate.

While seminars are conducted daily on campuses throughout this country, few concern themselves with people and service to those who have been forgotten.

It is a tragedy that in a nation whose existence depends upon its great resources of information, there exists such a great number of its population that go unserved.

The great urban communities of this country face a dim and dismal future unless those of us who serve those communities are prepared to offer alternatives if not solutions to problems that have been projected for the future.

I have been invited here to participate in this panel as the Director of the Graduate Institute for Mexican-Americans at California State University, Fullerton.

While I will try to share with you specific information, such as recruitment of students, selection of students, fieldwork, coursework, etc., I feel it important to lay a foundation so that you might understand why we exist.

Those of you involved in Federally funded programs are aware of the problems that one faces in obtaining funds to implement a program of this nature. But one can also understand the funding of programs based on the need for such programs. For the Mexican-American such a need is quite evident.

A study conducted in 1971 by the Committee to Recruit Mexican American Librarians and in his Directory of Spanish-Speaking/Spanish-Surnamed Librarians in the United States, Dr. Arnulfo Trejo (University of Arizona) identified forty-five librarians of Mexican descent, twenty-five of these in the Southwest, twenty of which were in California.

When one considers that there are approximately eleven million Mexican-Americans in this country one can obviously feel the desparity of the Mexican-American in this society of information.

In July of 1973, the Graduate Institute for Mexican-Americans at California State Fullerton and the Division of Library Science graduated its first fifteen participants. It should also be noted that ten days later thirteen of the fifteen were employed, and by the first of September all fifteen had been employed. This is evidence that employers are actively seeking Mexican-Americans to serve their Mexican-American communities.

As of Spring 1973 we were able to identify seventy-one librarians of Mexican descent, and by September 1974, this figure will rise to approximately ninety-one. Fifteen of these will be products of the Graduate Institute at Fullerton. While this is progress it does not yet eliminate the disparity. The Graduate Institute at California State University, Fullerton shall continue to recruit and prepare Mexican-Americans for a career in the library profession.

Let us now turn our attention to the future and what the urban librarian must consider in preparing for future service to the Mexican-American.

The population growth in the year 2000 is predicted at 287 million to 320 million with approximately 80 percent of the population in urban areas. Fifty percent of the population will be found in three urban areas: The Atlantic seaboard, the lower Great Lakes, and California.

By 1990, experts estimate that Los Angeles County, traditionally a melting pot of nationalities and races, may have 2.9 million Latins.

By then every third person in the county or the metropolitan area would have a Latin surname or Latin background, most of these Mexican-Americans.[1]

Similar figures have also been given for other larger urban communities throughout the Southwest and parts of the Midwest.

It is evident that the library profession had better prepare itself for providing services which at the present time are inadequate. Institutions of higher learning must give greater recognition to the recruitment and preparation of Spanish-speaking/Spanish-surnamed people in this profession, and provide an educational program that will prepare minorities to give meaningful service to their people.

Institutions of higher learning must commit themselves to such programs regardless of the present and future status of Federal funds.

Curriculum in Graduate Library Schools often tends to theorize what exists in the real world. For the student, this theoretical world is unreal and generally irrelevant. He is seeking ways in which he can prepare himself to give alternatives to people needing a specific service or specific information and having a multitude of problems.

The traditional method for preparing the minority students are to give them the traditional curriculum of basic coursework and add to this a course or two which we may call enrichment. The enrichment courses generally deal with some type of service to disadvantaged peoples or communities. In most cases a practical experience is provided. This is done through fieldwork, practicum or some other form of community involvement. History shows that this is the most relevant part of most programs.

It is the philosophy of our Institute, supported by the Division of Library Science and the Administration of the University, to approach the preparation of our participants with the needs of the community in mind. To do this, we firmly believe in allowing the students to give service while preparing themselves academically. We are able to do this through the establishment of our core program. The core program allows us to interrelate the fundamental or basic required courses to one another and thus student projects are related to their practicum or fieldwork.

While meeting the requirements of their coursework, the students are also providing a service to the community in which they are performing a practicum or fieldwork. The practicum and fieldwork therefore, serve as an integral part of the institute and the curriculum as well as being a functional part of the entire program and the community. It should also be noted that the core courses are taught by Mexican-Americans who are active librarians and are themselves dealing with todays problems.

During the 1973-74 academic year, this program provided many such services:

The establishment of a video tape series at a local high school library on safety for the large population of non-English speaking students (ESL) in Physical Education and Driver Training.

The establishment of media materials for program education packages at an elementary school involved in Bilingual Education.

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[1] Study published in the Los Angeles Times, Oct. 1, 1972 and the University of Southern California Urban Studies Project.

The aquisition and complete bilbiographic listing of all Chicano materials (print and nonprint) at California State University, Fullerton's Library. Many video and audio tape, 35 mm slide shows and other materials were also contributed to the collection project by the participants.

Children's bilingual story telling and puppetry have also been provided to the public libraries and schools in the Spanish Speaking community by several of our participants.

Other services within the library structure are also provided. Reference services, community information services and outreach are such other activities.

Recruitment has not been a problem during the 1973-74 year. However, a great deal of public relation work was needed during the first year. This was due, in part, to the stereotype image the Mexican-American has had of librarians. This was especially true among the male population. Secondly of course, was the fact that libraries and librarianship were considered irrelevant to the needs of the community. Emphasis on how information needs of the community could be met was most important and established early in our recruitment discussions with groups of students. Presently we hold thirty-five to forty applications or requests for applications to the 1974-75 program.

Because recruitment, selection and curriculum have not been a problem for our institute, I would like to express my thoughts on what I consider a major problem for most institutes. That problem is, the commitment and support of the parent institutions.

It is quite apparent that most institutes must fend for themselves. You exist as long as you continue to bring in the revenue. How many have the security or assurance that if the money dries up, you can continue to exist? Is a success factor considered when the institution budget is planned for the following year? Are you included in that budget? If you have existed for a number of years, do you have some control over your own funds, or does the institution totally control your money? These are key issues that institutes must cope with year after year.

Commitment of the institution is a must if minorities are to be assured a meaningful education in Librarianship and Information Sciences. This becomes the responsibility of the Director, the Dean, the School, Division, or Department.

The Advocate Counseling Model:[1]
Part I - Conceptual Framework

by Michael C. Brophy, Adrian Chan, and Barry M. Mar
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One of the crucial questions of the 1970's is how well the current theories and practices of psychotherapy and counseling are equipped to handle the increasing complexities of personal-interpersonal situations in addition to the social-political-environmental problems. Theories of personality, counseling, and psychotherapy and their applications must not only be flexible, robust, and empirically testable, but must also be responsive to the changing needs of the *Zeitgeist* in order to survive. The purpose of this paper is to introduce the Advocate Counseling Model. This approach originated in the Military Service and Selective Service counseling practice of Michael C. Brophy during the late 1960's and early 1970's. Initial conceptualization and an outline of the model were accomplished by Michael Brophy and Adrian Chan in 1971. Subsequent conceptualizing by Brophy, Chan, Richard Nagel, and Barry Mar resulted in the development of a lengthy manuscript; the Model has been expanded and modified in practice by Marc Mayerhoff. It is being used as an alternative educational model in the Advocate Education Program, a two year 1.4 million dollar cooperative University of Wisconsin—Milwaukee (School of Education)-community effort, funded by Teachers Corps Corrections (Department of Health, Education, and Welfare), the Wisconsin Council on Criminal Justice (Law Enforcement Assistance Administration), and the Milwaukee Model Cities Agency (Department of Housing and Urban Development). The following areas have been condensed and are presented in this conceptual paper (Part I) : a) the definition, scope, and ideology of Advocate Counseling; b) the relation of Advocate Counseling to current therapeutic approaches; c) the relation of Advocate Counseling to social change/contract approaches; d) the origin and development of functional/dysfunctional institution-individual interactions. The Advocate Counseling Model: Part II - The process will present a) the behavioral analysis of Advocate Counseling; b) the flow chart of the counseling process; c) the explanation of the three phases; d) the implications of Advocate Counseling for other fields; and e) areas of research.

Definition, Scope, and Ideology. The goal of the Advocate Counseling Model is to help people to assert maximum control over their own lives. People will not do so if they allow others to make decisions for them. Control in the human milieu

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is dependent upon knowledge of the consequences of contingencies. To assert control over one's own life one must learn to deal effectively with contingencies and be aware of the consequences of their actions. This learning process will seldom occur if the client can excuse his/her actions by excusing the consequences of those actions via reference to the values of the counselor.

Advocate counseling attempts to help clients develop assertive counter control skills that will enable them to deal more effectively with dysfunctional institutional-individual interactions. Although the Advocate Counseling Model has been used with a wide range of clients, it has been developed and practiced primarily as a contribution toward filling the void of helping models which can be applied with minority, low-income, and working-class peoples of both sexes.

There is a significant difference between the Advocate Counseling Model and the many advocacy models (i.e. child advocacy, para-legal, lawyers, etc.). Unlike the professional or "para-professional" in the advocacy models who advocates for the client, the Advocate Counselor, utilizing the process described in Part II of this article, helps the client to advocate for him/herself. Through this process the *clients* rather than the professionals, come to assert more control over the environmental macro-units which have oppressed them. As a result of this distinction in function, the Advocate Counseling Model can be classed as a non-leadership, organizer's model rather than a leadership model.

Currently, in many minority, low-income, and working-class communities, there is a heavy demand for indigenous leaders, e.g. Blacks to lead Blacks, Latins to lead Latins, Asians to lead Asians, working-class people to lead working-class people, etc. It is the position of the authors that this demand is legitimate and necessary where a leadership model of community organizations is practiced. The Advocate Counselor does not assume a position of active leadership in the community in which he or she works, but by helping others to develop assertive modes of behavior spins off indigenous community leaders. Not having to become the visible leader of a group, but helping the client to advocate for him/herself allows greater flexibility as to who can become an Advocate Counselor. Such counselor-client matching factors as racial-ethnic background, socio-economic class, and sex may not weigh heavily in the selection, training, and responsibilities of an Advocate Counselor.

To date, application of the Model has helped persons successfully advocate for themselves in such dysfunctional institution-individual areas as: 1) Selective Service and Military Service, 2) Veterans' Affairs 3) school system-student problems, 4) correctional system-offender, ex-offender situations, 5) welfare system-recipient problems, 6) employer-employee relationships, 7) retail-consumer problems, and 8) landlord-tenant difficulties.

Simply stated, Advocate Counseling helps a person to exert maximum control over his/her own life, while developing a positive self-concept and confidence that this control will be continuous and replicable. Focusing on dysfunctional institution-individual interactions resulting in client's experiencing pain, frustration and anxiety, the Advocate Counseling Model relies on the skillful application of accurate, up-to-date, primary source information regarding institutions and their functioning together with empathy, warmth, and understanding which facilitates the counseling process. A definitive explanation of the Advocate Counseling process will be set forth in Part II of this article.

Relationship of Advocate Counseling to Current Therapeutic Approaches. In recent years, a growing number of human service professionals have been trying to call attention to the problem that insight-oriented therapies are not equipped to deal with clients who experience both personal/interpersonal as well as socio-economic-political-environmental problems. Among groups who experience both these sets of problems are minorities as well as lower income and working-class clients of both sexes. Some examples in the literature of concerned human service professionals include: Isco & Spielberger (1970), Lerner (1972), Goldstein (1971, 1973), and Thorne (1973). To quote Goldstein:

> Perhaps the most significant failure in contemporary psychotherapy has been the marked absence of treatment approaches of demonstrated or even apparent usefullness for lower- and working-class patients.
>
> I propose that they also provide the raw material for building new and more appropriate treatment techniques — social-class relevant techniques. Concretely, I refer here to incongruent expectations regarding psychotherapy;

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> differing language "codes", contrasting life styles; personality differences in such realms as authoritarianism, dependency, and conformity; and such diverse areas of difference as time perspective, the nature of gratification, educational attainment and the importance attached thereto, and so forth. (1973, p. xi)

The vast majority of these approaches rely heavily on qualitative verbal interaction for change and focus primarily on microsystem units, i.e., the client's own problems or his/her problems with spouse, family, peers, etc. Many of these current approaches place a primary emphasis on the effective and intrapsychic components, i.e., feelings and insight, as crucial aspects for change. For example, in structuring a climate of empathy, warmth, and respect, a client may begin to explore and seek alternatives and solutions to his/her conflicts. Placing emphasis on awareness or insight does not teach clients how to deal with hunger, poverty, and "oppressive" institutions. Action-oriented approaches tend to provide some designs for seeking answers regarding the social-environmental conditions affecting individuals. Teaching clients to assert more and teaching them how to manage the contingencies which maintain and alter particular behaviors are certainly steps consistent with the ideology of Advocate Counseling; however, a survey of action-oriented applications reveal that they focus entirely on microsystem units (personal/interpersonal problems) and still ignore applications to macrosystem units (social pathologies, "oppressive" institutions, etc.)

There is also a growing number of articles, journals, and books which focus on the social-psychological problems of emerging minorities, as well as lower-and working-class clients of both sexes. Such examples include: Blane & Meyers (1964), Yamamoto & Goin (1965), Gould (1967), Magaro (1969), Wagner & Haug (1971), *The Personnel & Guidance Journal* issues on Blacks, Latins, and Asian-Americans (1970, 1971, 1973), Sue & Wagner (1973), and *The Counseling Psychologist* (1973). Such endeavors a) function primarily for the awareness or the consciousness-raising of the reader; b) prescribe modified use of current approaches; and c) although recognizing the conflicts faced by these groups, they do not suggest specific ways to counsel clients with social-political-environmental problems.

Even though there are inadequacies within the fields of counseling and psychotherapy, Advocate Counseling does attempt to draw from them some of the reliable and validated concepts and practices such as principles from behaviorism, social psychology, facilitative counseling, and rational decision-making.

Relationship of Advocate Counseling to Social Change/Contract Approaches.

Theories of social change nor specifically oriented to the urban milieu provide global pictures of the processes of change and evolution in Western societies; however, they offer little assistance to those individuals who seek to move and change societies and their institutions to become more responsive to the needs of people. Eva and Amita Etzioni in *Social Change: Sources, Patterns and Consequences* (1964) provide summaries of such theories as those of Spencer, Comte, Spengler, Toynbee, Marx, and Weber. These theories, though they provide valuable insights, turn out to be untestable and give insufficient direction for sociological research. They do not provide individuals with specific methods and/or strategies to deal with the "social-institutional press" that is felt in the 1970's. Such current books as *The Planning of Change* (1969), by Bennis, Benne & Chin; *Changing Organizations* (1966), by Bennis; *A Question of Priorities: New Strategies for our Urbanized World* (1970), by Higbee; and *No Easy Victory* (1968), by Gardner bode ill for the disadvantaged, minority, and powerless individuals of both sexes who are left to battle a system of institutions which have traditionally neglected them. There is little evidence to indicate any advantage or incentive for long-standing institutions to change substantively.

The Advocate Counseling Model grew out of an urban interpretation of social contract theory. Social contract theory historically posits human beings as a function of nature or some other, such as God. From Epicurus to Kant, including Locke, Hobbes and Rousseau, whose writing greatly influenced the Founding Fathers, social contract theory has been used to define the origins of political community.

Social contract theory has human beings originally coming together to form societies toward the end of securing themselves from physical harm from "outside" the society and providing the necessities (i.e. food, water, etc.) required for physical survival. As agreements (i.e., contracts) are consumated between individuals in the society in order to insure their survival, groups are developed. As the society becomes increasingly complex via these agreements between groups and individuals it becomes necessary to form a body which will resolve questions concerning the various contracts. Such a body arises according to the desires of the individuals in a society. This entity is called the State and is generally the result of a contract, in modern times, a formal written document often called a constitution, between those who become the primary representatives of the values of the state (i.e. the rulers) or government and individuals. Agreements between the people and the government are called laws.

Public institutions are entities created and sustained by agreements/contracts between individuals or groups of individuals and government for the purpose of serving some human need consistent with security. Initially, public institutions were related primarily to survival, e.g. seeking and retaining a source of food, procreation, defense of a home territory, etc. In modern times public institutions are related to many sophisticated kinds of needs and services. A public institution, therefore, is an entity established by agreement (i.e., contract) between the individual citizens and the government (making it a lawful or legal entity) for the purpose of serving some desire articulated by individuals. Public institution are the reserviors of the values which are determined by these agreements between the government and individual citizens.

Private institutions are entities which are initially created and sustained by agreements/contracts between individuals or groups of individuals for the purpose of serving some human need. Where the function of such institutions is consistent with social order and security, regulatory involvement by the government of the state tends to be minimal. However, where government controls the medium of exchange (i.e., money), even private institutions are minimally regulated prior to the time in which they begin to implement their goals. As they proceed to implement their goals, government tends to take an increasingly regulatory interest via the law, depending upon the response of those individuals and/or groups affected by private institutions.

As institutions survive the generations which created them, the values represented by the laws which brought them into being are imposed on succeeding generations. As these institutions become further removed from that which initiated them they tend to take on an aura of historical veracity, public institutions represent a frightening spector for most individual citizens who must deal with them.

The modern urban milieu is to date the most complex manifestation of the social contract. Unlike the social order of the hunter or the farmer which maximizes the independence of individuals or small groups and minimizes the dependence on and necessity for agreements/contracts with significant others, the modern urban milieu maximizes the dependence on and necessity for agreement by individuals and groups with significant others.

The social contract of the hunter and the farmer posits human beings primarily as a function of nature. It was essential that people reach an understanding with and knowledge of nature as a first premise of any social contract which would allow them to survive. Only after these stipulations were understood did it become expedient for human beings to concern themselves with agreements/contracts involving large numbers of people.

The social contract of the modern urban milieu posits human beings primarily as a function of other human beings. As people have learned to manipulate the resources of nature urban persons became less involved in the direct production of the essentials of survival and more involved in the production and commerce revolving around the effort to manipulate these sources.

In this increasingly complex urban milieu the significance of the knowledge and skills which allowed people to be independent become less important and the knowledge and skills associated with dependency on others for the essentials of security and the accoutrements of "civilization" assume greater importance. Progress, manifested by a blur of inventions with a priority on newness, becomes the watchword for urban people. The production and acquisition of material goods resulting from the manipulation of resources becomes for such people the primary goals of social order. Surrounded in an urban environment by the results of this manipulative and inventive process, people become less inclined to relate the specifics of that environment to nature or some significant other. The skills of affirmative assertive behavior by which human beings by motivational activity have survived and achieved security become secondary. In the modern urban milieu they have become dependent and passive under the manifest pressures of progress.

In this dependent and passive state the institutions, which embody the history and values by which people define themselves and their mileus, become stale and representative only of an inability to cope. In the absence of constant significant input from individuals with the knowledge and skills to have significant impact, many public and private institutions become a haven for greed, avarice, and human service professionals who are trained to reinforce passive and dependent modes of behavior, an unlikely but seemingly compatible coalition.

Human being is neither solely a function of nature nor a function of other human beings. Human being as a function of nature or God is not noble or perfect nor is his/her life "nasty brutish and short" but he/she is a being on a planet in an unfathomed universe with the ability to use and synthesize some of the resources at his/her disposal, and hence to create, and change, and survive. Human being as a function of other human beings is not evil and his/her desires are not base but they are essentially good and their desires are representative of that for which a just social order with responsive institutions should strive. Given the choice people will secure their lives consistent with a social order in which the individual has maximum control and those which he/she places in authority have minimum control.

Advocate Counseling is concerned with individuals and how they can deal effectively and efficiently with the problems created when their lives intersect with those of existing social institutions. Governments are not just created *ex nihilo*, but develop gradually. Conceptually, since the industrial revolution, conflict has been between organizations or between individuals and organizations. The social contract represented by present day individual-institution interaction, while ostensibly presenting a contractual relationship between citizens and government, in reality offers only the subservice of the individual's rights to some nebulous sovereignty, which allows ultimately for totalitarianism. Juxtaposed to an urban interpretation of social contract theory, Advocate Counseling seeks to provide a mechanism which individuals can use to exercise and assure their rights vis a vis institutions, governmental or otherwise, while at the same time resolving intrapersonal and interpersonal conflicts that arise as a result of institutional pressure.

For further references and background refer to *A History of Philosophy*, volumes I and II (1958) by Wilhelm Windelband.

Origin and Development of Institutions.

The Advocate Counseling Model is based on the following assumptions: 1) that there is a *Pyramid of Power* construct which defines a legal model identifying the context in which all institutions may be understood, and 2) that all institutions, both public and private, must conform to laws establishing the social contract. All public institutions come into existence because of a legislative act; they are created for the purpose of performing some positive service to the public. Consider Figure 1 and note that at the top of the Pyramid is the *Legislative Act* which provides a statute establishing and defining the duties and limitations of public institutions. This act also provides the basis for funding an institution. The next layer of the Pyramid consists of the *Rules and Regulations*. The Rules and Regulations refine the Statute and further define the duties and limitations of those who are responsible for the administration of an institution. Both the Legislative Act and the Rules and Regulations are understood formally as the Law. Once the institution is operating, the Law is further refined by the third layer of the Pyramid of Power, *Administrative Memoranda*. The Administrative Memoranda are the written guidelines which are passed down the chain of command of an institution in an effort to further refine the Statute and the Rules and Regulations. Administrative Memoranda are the result of the exercise of prerogatives assumed by administrators and this interpretative process often serves to diminish the intent of the Law. They are also the vehicle by which changes in the Rules and Regulations and the effects of litigation are passed down to individuals employed by the institution who come into contact with clients who are to be served by the institution. Interpretation of the Administrative Memoranda by these institutional contact people constitutes the fourth layer of the Pyramid, *Operational Rules*. The Operational Rules come about as a result of the beliefs, values, attitudes, past history of learning and behavior patterns of the contact people. Unlike manifestations of the other layers of the Pyramid the Operational Rules are rarely written down, yet they determine the daily context in which the Statutes, Rules and Regulation, and the Administrative Memoranda are interpreted by those for whom the institution is created to serve.

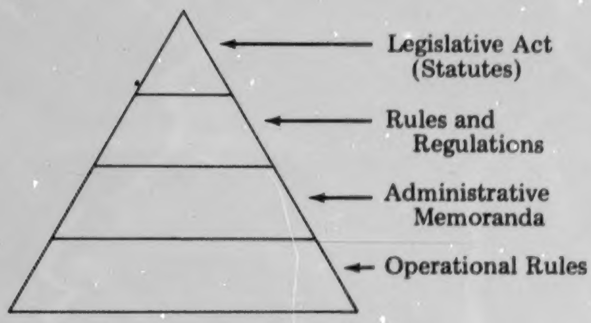

Figure 1. The Pyramid of Power

All institutions must conform to some standard of due process. Due process is that standard of equity which evolves as the social contract develops. The purpose of due process is to establish a standard by which individuals may retain their rights to redress grievances which they feel (often a gut-level feeling) have been perpetrated against them by institutions or by individuals. No institution is established with the intention of causing harm to people. Every institution, both public and private, is required to have procedures available for the purpose of redressing results which are not consistent with the positive purpose for which they were created. Advocate Counseling attempts to help people to obtain the skills to advocate for themselves within the context of institutional procedures of due process. Where the institution does not have adequate procedures or where the result of those procedures is not consistent with redressing the dysfunctional institution-individual interaction, the Model is geared to identify the source and require change.

In the case of private institutions the manner of origin and development varies slightly. These institutions are generated from private non-governmental funding sources. The legislative regulation of private institutions succeeds rather than proceeds their establishment; however, even though such regulation is not enabling, all private institutions must conform to the regulatory stipulations of the social contract.

The principles involved in the Pyramid of Power are the following:

a. The Legislative Act, from which institutions originate, is the highest authority; the other three levels refine, interpret, and implement the Legislative Act.
b. Whenever there is a conflict between levels, the higher level prevails.
c. Differences between levels are caused by either (1) officials who, when writing regulations and/or Administrative Memoranda, ignore what higher levels provide, or by (2) institutional lag, i.e., the time it takes for changes in the higher levels to be translated and accepted by the lower levels.
d. All institutions must conform to some standard of due process.

In order to help the individual client who comes into contact with the dysfunctional institution, Advocate Counseling, using the Legislative Act as the highest authority, attempts to find discrepancies or inconsistencies perpetuated by that institution. Knowledge and understanding of these four levels of authority and of the differences and discrepancies between levels is vital.

Origin and Development of Functional/Dysfunctional Institution-Individual Interactions.

In conceptualizing the development of institutions and the nature of functional/dysfunction al institution-individual exchanges, the following sources have helped: Adams & Romney (1959), Thibault & Kelley (1961), Blau (1963, 1964), Mulkay (1971), Turk & Simpson (1971), and Homans (1974). These authors have provided a conceptualization based on the principles from behaviorism, economics, and social psychology. Institutions are created and maintained by people. When clients interact with the institution, they do not interact with the physical structure of that institution but with the employees of that institution, i.e., other individuals. It is important to point out that the concepts of social exchange theory involving reciprocal relationships between two persons are applicable in analyzing institution/employee exchanges as well as institution employee/client exchanges. The Statutes, Rules and Regulations, Administrative Memoranda, and Operational Rules which originate an institution also provide a structure by which contingencies are established which maintain that institution and the people who work with it. Reciprocal contingencies developed in institutions also tend to be perpetuated with maximal reward and minimal cost, i.e., with minimal effort and side effects incurred. This is necessary and essential for the day-to-day operations as well as for the long term stability of that institution. Activities within an institution, based upon the reward-cost exchange theory, are maintained by contrived, generalized reinforcers such as money, approval, esteem or respect, and compliance (Blau, 1964). The process of exchange by which an activity is rewarded within an institution is long, roundabout, and complex. For example, an employee gets paid at the end of a particular time period not by his/her immediate supervisor or employer but by a third of fourth person, a clerk or secretary who is in turn rewarded by another member of that institution. This process of longer and more complex response chains may be called increasing division of labor or specialization. The process of exchange between an institution and a client is also long, roundabout, and complex. For example, the individual client gets results/help from the secretary (the institution contact person) who perhaps has little or nothing to do with the substantive processing of the client. Functional institution-individual interaction is characterized by the institutional contact person performing a service for the client which conforms to the laws, the intent of the laws, and the court decisions establishing that institution. In social-psychological terms, this dynamic exchange can be characterized as one of mutual contingency, where both parties contribute something to and take something away from the exchange.

When the operation of the institution results in non-service and negative feelings from those it was created to serve it is manifesting its existence in a contrary manner. Social-psychologically speaking, this is called an asymmetrical contingency where mutual exchanges between equals do not exist. As a consequence of this dysfunctional institution-individual interaction, those clients are required to subject themselves to the services of such institutions undergo a common phenomenon called extinction or punishment. When an institution via its employees ceases to perform a positive service, there is a tendency for clients to counteraggress or emit emotional behavior in order to change that situation. Those employed by the institution seek to divert this activity in an effort to minimize the impact of change on that institution. For institutional employees the threat of changing the stable contingencies of reinforcement is anxiety-provoking, and they will tend to seek avenues to reduce this anxiety. One avenue is to encourage passive behavior on the part of the client. Where the individual client seeking change refuses to be pacified, the institution will give in reluctantly in a manner which will not substantively change the way the institution deals with the majority of people. Another avenue for institutions to reduce this anxiety is to dispose of the activist by separating him/her from the mass of people being served by the institution. A frequently used ploy is to give such a person a job in the institution at a high salary. This procedure is particularly effective with economically disadvantaged and minority people. Still other avenues of alleviating this anxiety are to isolate the activist, depending upon the problem situation, by placing him/her in a school class made up of troublemakers, in the "hole" as in the prisons, etc.

In their desire to preserve job security, institutional employees have developed a hierarchical mechanism of accountability which functions from the top down; all activity begins at the top and only reaches the level of Operational Rules as a result of initiative from a higher level. Consider Figure 2 and note that vertical dyadic exchanges occur within the institution and between the institutional contact person and the client. The contingencies in these exchanges within the institution are set up such that those at

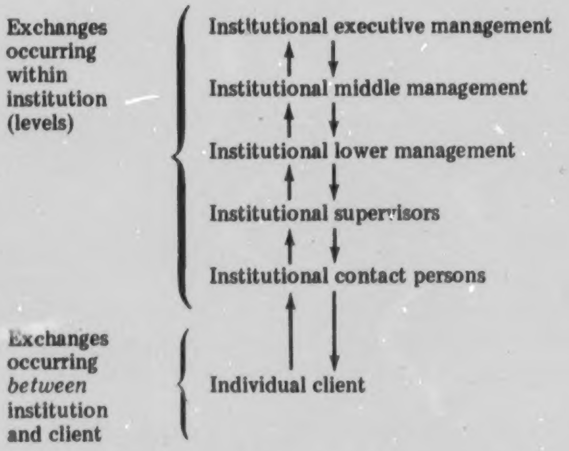
Exchanges occurring within institution (levels)
Institutional executive management
Institutional middle management
Institutional lower management
Institutional supervisors
Institutional contact persons
Exchanges occurring *between* institution and client
Individual client

Figure 2. Vertical Exchanges Occurring Within Institution and Between Institution and Client.

each level react only to the level above them. More importantly, however, is the implied contingency and responsibility for those at each level of the institution to protect those above them from change initiatives which occur from below. This network of dysfunctional exchange within the macrostructure tends to become institutionalized and passed on from one generation to another sanctified by the mantle of historical precedent. It is little wonder that those clients receiving aversive service say that institutions exist to serve primarily those which they employ rather than those they are established to serve.

Authority at the different levels in an institution can be maintained in several ways: 1) withholding of information, such that staff and clients are kept ignorant; 2) "trusting" some employee higher up to do his/her job in an accountable manner; 3) complying with authority figures; and 4) receiving reinforcement for compliance. The conclusion imposed on lower level institutional employees by these contingencies is that those on the next higher level know more about how the institution should operate. Therefore, they are more qualified to make judgments concerning those at the next lower level. Those employees on the next lower level generally "trust" and comply. At the Operational Rules level the net effect virtually insures that those for whom the institution was established to serve will have no voice as to how that institution operates. As institutions set up contingencies to encourage "passive" cooperative behaviors within their own structure, they likewise impose contingencies for "passive" cooperative behaviors on clients they seek to serve. This process effectively minimizes the capability of each succeeding generation of people to change the social contract by which the society in which they live is ordered. This process is at best benevolent and at worst despotic. Neither of these extremes allow for a context in which individual human beings can assert maximum control over their own lives. In the context of this dysfunctional institution-individual interaction, it is often the client who must change and adapt rather than the institution. Often, the end results are clients who blame themselves regarding the status of the problems. In short, these clients cannot countercontrol. B. F. Skinner (1973) has mentioned that there are five large areas of mistreatment due to the client's inability to countercontrol: the very young, the very old, those incarcerated, those in psychiatric institutions, and those who are mentally retarded. To these groups, we add the minorities, lower income and working-class peoples of both sexes. Helping individuals to counter dysfunctional institution-individual experiences is the primary function of Advocate Counseling.

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The Advocate Counseling Model: Part II - The Process

by Michael C. Brophy, Adrian Chan, and Richard J. Nagel

"The Advocate Counseling Model: Part I" was a conceptual, historical, and descriptive overview. This second part analyzes the Model, describes the process, and lays the groundwork for its research, application, and implications.

Behavioral Analysis of Advocate Counseling

The purpose of this analysis is to place the Advocate Counseling Model in an operational perspective. The use of behavioral analysis is intended to help the reader to identify the major components in a counseling framework. One of the major components of the Model is visibility of control.

Consider the following allegory:

> Kids often attend magic shows in which a magician performs many fantastic feats in front of them. On this particular weekend, two young kids, named Manuel and Mei-ling, attended a magic show at a local theatre. The two kids sat in the far back row during the first half of the performance, marveling at the spectacular feats performed by their "superstar." However, during the second half of the show, Manuel decided to sneak backstage in order to get a closer look at further fantastic feats by this "superstar." What he saw was something very different from Mei-ling and the other kids sitting in the audience. Revealed to Manuel were the contraptions and devices used to make the audience believe certain events were occurring when in fact they were not. He saw how the woman in the box avoided the saw blade, the swords, and the fire. And he saw the magician's "superstar" image go down the drain. As the two kids were walking home after the magic show, Mei-ling's comments were, "Hey, that magician can make anyone disappear into thin air, even you and me!" "He's got strange power that can do anything!" Manuel's comment was only one word, "Bullshit!"

The purpose of this allegory is to illustrate the fact that when an individual cannot identify the controls and mechanisms of a situation he/she tends to attribute much credibility to that phenomenon. B. F. Skinner (1971, p. 47) states that individuals tend to attribute "superstar" status, as well as intrapersonal attributes to those who perform "impossible" feats. However, if the controls or the factors which made that feat possible were identified, then much less individual credit is attributed. In other words, there exists an inverse relationship between credit and the visibility of control. Individuals affected by dysfunctional societal institutions experience much the same phenomenon. Those who cannot identify the contingencies and operations of that institution tend to attribute far more "oppressive" power than that which is actual. However, if the mechanisms of control were known, i.e., the institutional contingencies and how they affect the clients, then much less "oppressive" power would be credited to institutions. As a result, individuals gain an understanding of how to deal with large-scale macro-structures.

Another main component of the Advocate Counseling Model is the intended positive emotional response a person experiences in attempting to change a dysfunctional institutional-individual situation. Visualize two behaviorial analysis situations, the first describing the client before Advocate Counseling or attempting to solve the problem him/herself, and the second describing the client during and after Advocate Counseling. These two possible situations are presented in Figure 1.

ANTECEDENTS →	BEHAVIOR →	CONSEQUENCES →	THOUGHTS, FEELINGS
I. Institution-mediated cues; dysfunctional institution-individual incident	Client attempts solutions (before Advocate Counseling)	Institution responds negatively	Client feels bad, impotent, blames and belittles self, feels frustrated and anxious
II. Institution-mediated cues; dysfunctional institution-individual incident	Client attempts assertive counter-control skills (during, after Advocate Counseling)	Institution/institutional employee responds positively	Client feels good, potent, feels he/she can be assertive, wants to assert control over other areas of life

Figure 1. Behavioral Analysis of Client Before and After Advocate Counseling.

A third major component of the Advocate Counseling Model is the importance of organization, awareness, and development. In a general operational manner, Advocate Counseling incorporates the triadic model offered by Tharp and Wetzel (1969, pp. 44-65). An interpretation of this triadic model consistent with the Advocate Counseling process is presented in Figure 2.

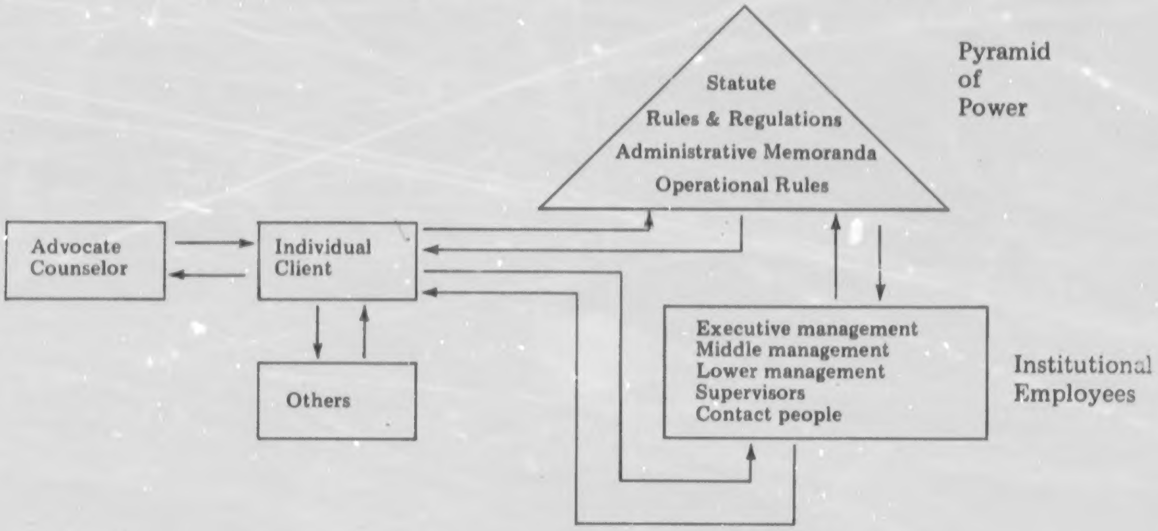

Figure 2. The Operational Model of Advocate Counseling

Figure 2 shows that it is the Advocate Counselor acting in a manner consistent with a non-leadership, organizer's model, who interacts with the client, who in turn interacts with the dysfunctional institution. The Advocate Counselor does *not* interact with the dysfunctional institution. That is, he/she does *not* advocate on behalf of the client. Potential sources of reinforcement and non-reinforcement for the client come from a) the Advocate Counselor, and b) others, i.e., peers, family, friends, etc. Potential sources of reinforcement and non-reinforcement for the institution/institutional employees come from a) the client, b) the Pyramid of Power, c) other institutional employees, and d) anti-institution pressure groups. It is extremely important for the Advocate Counselor to identify these sources of both direct and indirect reinforcement and non-reinforcement. He/she must be aware of these sources in order to aid clients in the development of countercontrol skills.

The purpose of this section is to summarize the Advocate Counseling process. The flowchart in Figure 3 is intended to provide a visual summary of the major components. It is noted that the flowchart presents these components linearly, whereas the three phases of the Model tend to overlap and where regression takes place it is sometimes necessary to remediate. The blank circles found in Figure 3 indicate possible research directions. The Advocate Counseling Model can be divided into three sequential and overlapping phases: I. The Education Phase, II. The Facilitation Phase, and III. The Implementation Phase.

The Process: The Education Phase (I)

This phase assumes that many if not most of the symptoms that are currently diagnosed as personal problems are caused and/or aggravated by external environmental/institutional units. It also assumes that the hurt or the pain of the individual as a result of negative institution-individual incident is a strong motivator which can be utilized in the Advocate Counseling process. The initial Advocate Counselor - client contact should focus on these major areas:

1. Exploration and delineation of the problem - an attempt to define the institution-individual problem which is causing the client pain.
2. Applicability of the Model - a general assessment as to whether or not the Advocate Counselor can be of help during the time allowed for solution to the problem.
3. Articulation of ideology and methodology - see *The Advocate Counseling Model: Part I - Conceptual Framework*, the sections on *Definition, Scope, and Ideology* and *Relation of Advocate Counseling to Social Change/Contract Approaches.*
4. Reliance on an Information Center - a reservoir of primary and secondary source materials relating to institutions.
5. Broadening of client's perspectives - a listing of all options constituting a possible solution.

The Beginning. Awareness of pain caused by some institutional involvement in the life of a person is the beginning of the Advocate Counseling process. This awareness can be generated either by the client or the Advocate Counselor. At this point either the client or the counselor may assume the initiative in beginning a relationship to reduce the client's pain. A state of awareness may be generated by the feelings of pain on the part of the client in addition to clarifying statements by the Advocate Counselor which relate these feelings to an institutional context. The Advocate Counselor listens to the client, clarifies the situation by asking questions, and delineates the problem in terms of institution-individual interaction. The Advocate Counselor has to decide whether or not the Model is applicable or if he/she is too busy with other clients to be of help during the projected time line. In cases of inapplicability or a prohibitive time bind, the reader is referred to the section on Implementation dealing with referrals. Where the Model is applicable and there is no counselor time bind, a schedule for subsequent counselor-client sessions may be generated on the initiative of the counselor with the consent of the client. An explanation of the Model's ideology and method should be made to relate directly to the client's problem(s). Following this procedure, the function of the Advocate Counselor is to inform the client that the counselor has access to knowledge which may clarify the problem confronting the client. It is a common psychological phenomenon that persons who are under the press of a problem orientation tend to see only a very limited number of possible solutions. In the absence of accurate information from institutions causing/aggravating the problem, the consequences of most of these solutions take on an ominous tone. This lack of accurate information has the effect of forcing people into passive modes of behavior, which often increases anxiety, or into ineffective assertive behaviors, which among the young especially, often result in violence or dissipation.

The Information Resource Center. The Education Phase of this Model is dependent upon the ability

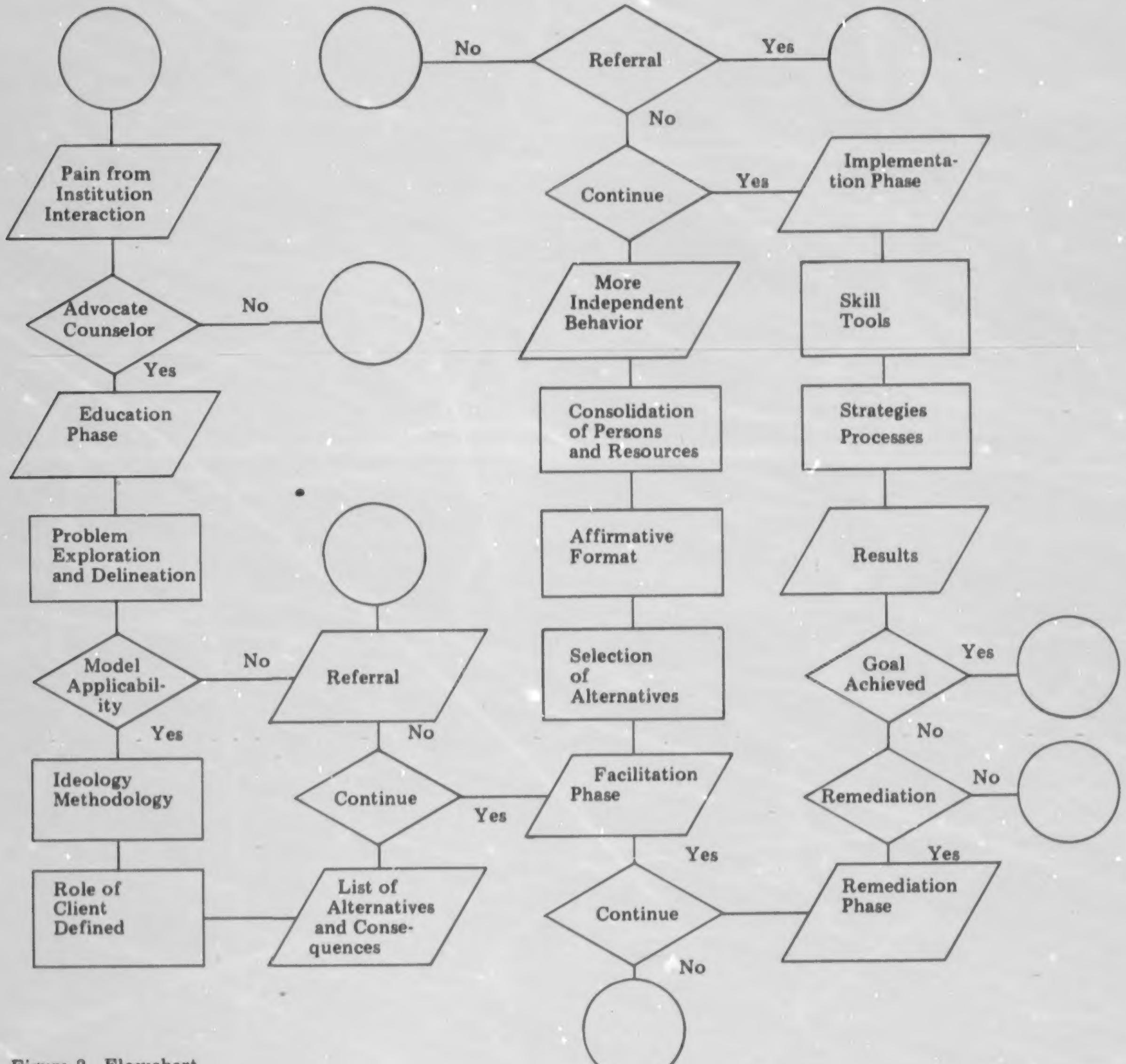
No
Referral
Yes
No
Pain from Institution Interaction
Continue
Yes
Implementation Phase
Advocate Counselor
No
More Independent Behavior
Skill Tools
Yes
Education Phase
Consolidation of Persons and Resources
Strategies Processes
Problem Exploration and Delineation
Affirmative Format
Results
Model Applicability
No
Referral
Selection of Alternatives
Goal Achieved
Yes
Yes
No
No
Ideology Methodology
Continue
Yes
Facilitation Phase
Remediation
No
Yes
Yes
Role of Client Defined
List of Alternatives and Consequences
Continue
Remediation Phase
No

Figure 3. Flowchart

of the counselor to build an Information Resource Center and use it. The need and rationale for the establishment of such a facility are as follows:

1. It provides the knowledge which will allow the counselor to respond with some concrete answers to inquiries from clients with institution-related problems;
2. The Advocate Counselor organizes and utilizes this facility for action-oriented research, i.e., research which can lead to some action on the part of the client;
3. The presence of this Information Center and a sincere effort at an objective and personal delivery of the accurate information generated by the primary source material tends to develop a climate of trust between the Advocate Counselor and the client.
4. The Center and the memoranda which emanate from it also provide the Advocate Counselor with a positive and visible outreach mechanism; he/she becomes one who is known as a person who is willing and able to provide information which may help a client toward a solution to a problem; and
5. The Center provides the client with the opportunity to identify the mechanisms of institutions, thereby increasing his/her visibility of control.

The Information Resource Center of the Advocate Counselor contains:

1) *primary source materials*, the major portion of the facility, and
2) *secondary source materials*.

The primary source material is material which can be regularly and systematically updated and indexed. Primary source material is defined as the Law, court interpretations of the Law, written Memoranda of institutional administrators, and documentation of the institutional Operational Rules. The minimum requirements for such a facility include the Legislative Acts and relevant case law of the state in which the counseling service is being offered with an updating service, the Rules and Regulations or administrative code as they are known in some states, procedural and operational manuals together with Administrative Memoranda of relevant institutions, and documentation of institutional Operational Rules.

Secondary source material is material which may lead the Advocate Counselor to new primary source material. Included in this category are many excellent quick reference services such as the *Criminal Law Reporter, Poverty Law Reporter, Juvenile Law Reporter, Prison Law Reporter*, etc., which provide indexed coverage with explanations of many institutional procedures. Newspapers, magazines, journals, etc., have relevance as secondary source material in that they lead the Advocate Counselor to new primary source material.

If time and finances permit, the Education Phase can be further facilitated with memoranda relating to common client problem areas generated by the Advocate Counselor. The following guidelines are important concerning the development and dissemination of memoranda by the Advocate Counselor:

1. The memoranda must be phased in language understandable to the clients;
2. The primary source material must always be cited, if not in the context then at the conclusion of the memo;
3. An effort should be made by the Advocate Counselor to insure that the client understands the content of the memo; and
4. The date on which the memoranda is to be considered outdated should be included to maintain the accuracy of the information and the credibility of the Advocate Counselor.

A note on the memoranda stating that the information contained therein may be outdated and the reader should contact the Advocate Counseling office provides a positive outreach mechanism. The continuing credibility of the Advocate Counselor or the agency for which he/she works depends primarily upon the accuracy of the information disseminated. Memoranda floating around with outdated and hence inaccurate information will destroy the credibility of the agency or individual practicing Advocate counseling.

The establishment and continued development of an Information Resource Center is invaluable; such an outreach mechanism places the person with the skills of a counseling psychologist in a much less threatening position than the current "doctor's office" motif of many counseling offices, which assumes "illness." Rather than allow a client's anxiety and frustration over his/her inability to cope with the reality inflicted upon him/her by institutions to build to a point where escape, avoidance, and aggressive behaviors become nicheable as a diagnosis of a mental illness, the Advocate Counselor is able to reach out with a possible solution (i.e., knowledge) as a means of prevention.

Counselor–Client Roles in Developing a Force-Choice Context. The primary goal of the Education Phase of this Model is to broaden the client's field of reality such that the Advocate Counselor and the client define *all* of the options which might constitute a solution to the problem. In this initial phase the client is dependent upon the Advocate Counselor primarily as a source of accurate information relating to his/her problem, as well as a source for emotional support. This dependency relationship places great responsibility on the Advocate Counselor; he/she must be readily available at all times in the client's community to respond to the client's desire for more knowledge and support to further define alternative solutions to his/her problem in this expanding field of reality.

The client also has a great deal of responsibility. As part of the ideological and methodological orientation, it should be made clear that the Advocate Counselor will not advocate for the client; hence, it is the client's responsibility to learn the necessary skills in order to assert control over his/her own life in this problem situation. Some effort should be made during this phase to assess the reading and writing proficiency of the client, since these skills are required in the Implementation Phase of the Advocate Counseling Model. When these skills are present but minimal the client problem orientation and the desire to assert more control over their own life in this and other similar situations serves as an incentive to improve these skills. Such clients are more time-consuming but the change in behavior represented in a person who is utilizing skills previously considered useless tends to balance the extra time required with counselor satisfaction.

With clients that lack any proficiency in reading and writing skills a non-compensatory educational approach may be necessary. Even in this case the Advocate Counselor does not assume responsibility for advocating for the client. It is more beneficial to the community in which the Advocate Counselor is working and more consistent with the social and institutional change objectives of the Model if the client recruits someone with these skills from his/her family or community to perform this compensatory function. This person is called the *client correspondent*. He/she should sign all letters under the signature of the client with that title and an indication that any response is to be sent to the client.

The nature of a problem caused by dysfunctional institution-individual exchanges is that it has a definite time line and consequences. During the Education Phase all the alternatives must be defined in relation to: 1) action or inaction, 2) their effect on the client and others in the process of action or inaction, and 3) their consequences. The conclusion of the Education Phase of the Model is reached when an exhaustive list of alternative solutions to the problem and their consequences has been discussed, listed, and defined to the satisfaction of the client. When this exhaustive list of alternatives and consequences has been defined, it becomes evident that even in the case of inaction by the client (always one of the alternatives listed) he/she will either do something or something will be done to him/her. Hence the client becomes aware that he/she is in a *force-choice* context. Either one makes a choice or a choice is made for you.

The Advocate Counselor must be able to develop the skills to be interpersonally facilitative. This is the degree to which the counselor can create a climate of empathy, respect, and warmth such that the client will express the problem, explore its facets, deal with his/her feelings, and explore alternative solutions. Other dimensions helpful for the relationship are concreteness, genuineness, and self-disclosure. Many books and research articles have been written in this area, the most notable ones being: C. R. Rogers, *Client-centered Therapy* (1951); C. Truax & R. Carkhuff, *Toward Effective Counseling and Psychotherapy* (1967); R. Carkhuff & C. Berenson, *Beyond Counseling and Therapy* (1967); R. Carkhuff, *Helping and Human Relations,* vol. 1 & 2 (1969); and G. Gazda, *Human Relations Development* (1973). To achieve success during the Educational Phase, the Advocate Counselor must build a strong base of rapport which may consist of empathy, respect, and warmth. This means that the counselor must try to understand the client and his/her problems, have faith in the client's ability to solve his/her own problems, and have concern for the client. Establishing this basic climate of rapport does not mean that the Advocate Counselor is passive or non-directive; rather, he/she is directive in terms of structuring and educating the client in the previously mentioned areas: problem definition, the pain caused by the problem, the ideology and method of the Model, access to accurate information, and structuring options. It should be mentioned here that the dimensions of empathy, respect, and warmth may not be necessary and sufficient conditions for establishing client rapport. If priority is placed on one variable being crucial for establishing rapport, it is the authors' opinion that it is the access and ability to convey accurate information regarding the individual-institutional problem area. Success in this dimension may even override the mismatch of such counselor-client variables as expectation, prognosis, attraction, empathy, warmth, and respect.

The Process: The Facilitation Phase (II)

The Facilitation Phase of the Advocate Counseling Model begins when the force-choice context is defined to the satisfaction of both the counselor and the client. It is during this phase that an alternative from the force-choice context is selected, affirmed, and consolidated prior to beginning the last phase. Whereas in the Education Phase, the Advocate Counselor might find it necessary and essential to be directive, similar to a resource person and a teacher, he/she should be non-directive and indicate a willingness to accept the alternative selected by the client during the Facilitation Phase. It is imperative to the integrity of the Model that the client make the choice. This does not mean that the Advocate Counselor does not share his/her values with the client but it does mean that the counselor must be able to accept what the client chooses as the best alternative based upon accurate knowledge and the client's positive feelings.

Following the selection of an alternative from the force-choice context, an effort should be made to give the alternative an *affirmative format* or *positive action orientation*. Such a format is one where the client perceives of him/herself as being motivated to act for, rather than act against something. It is an orientation which allows the client to speak positively about the alternative chosen. This development of a positive action orientation is particularly necessary when the client is still angry and frustrated about the institutional conflict. This does not indicate that the client is less firm or resolved in advocating the chosen solution; rather, it is an approach that places more emphasis on the client educating and not confronting those in the institution with whom the client will deal. Confrontation by the client may be necessary at some point in the process of implementation; however, most people find confrontation easier to justify and hence implement if they have made an initial approach to a solution to a problem in a cordial, affirmative manner.

The last step in this phase is for the client to *consolidate* the alternative chosen. Prior to beginning the Implementation Phase where the client is shown how to advocate his/her solution to the institutional problem, it is desirable to consolidate this alternative with family, friends, etc. This segment has three purposes: 1) it gives the client an opportunity to articulate and rehearse his/her alternative solution; 2) it gives the client an opportunity to test the solution with those who care and are willing to feed back the consequences of his/her action; and 3) the client will discover whether or not these significant others constitute a source of positive reinforcement and support to sustain him/her through the Implementation Phase.

Consolidating the alternative chosen is the first exposure to an action-oriented reality for the client. In the process of exposing the alternative selected to significant others, the client may discover that his/her chosen alternative does not stand the test of this limited but necessary action-oriented reality. Should this be the case, it may be necessary to return to the list of alternatives, re-evaluate the consequences of each, and select another option or reaffirm the initial alternative selected.

During this phase the client becomes more independent of the Advocate Counselor because: 1) the client has made his/her own decision from an exhaustive list of alternatives and consequences; 2) he/she has developed a support system apart from the Advocate Counselor; and 3) the client realizes that he/she must do his/her own advocating. Also at the conclusion of the Facilitation Phase it should be made clear to the client that he/she is to do his/her own advocating within the context of that institution, i.e., become a client-advocate. There are three reasons why this position is critical:

1. Failure of the counselor as advocate very often results in more loss of hope for client. "If he/she can't do it, how could I hope to succeed?"
2. Success of the counselor as an advocate means the client has not asserted control over his/her own life. "The problem was solved but only because the counselor did it for me."
3. The wrong person may be reinforced with the wrong reinforcement. For the counselor to act as advocate is often just an ego trip (albeit a "humanistic one").

Finally, the dimensions of the Advocate Counselor in this interpersonal relationship should be one of continued high empathy, respect, and warmth. The dimension of concreteness and the ability of the counselor to be specific now plays an increasing role. References which will help the Advocate Counselor to aid the client in rational decision making are: Ryan & Krumboltz (1964), Thoreson & Mehrens (1967), and Tyler (1969, pp. 135-157).

The Process: The Implementation Phase (III)

The Implementation Phase begins as the client and the Advocate Counselor recapitulate the process they have gone through, reassess the client's confidence in the positive action orientation of his chosen alternative, and develop a procedural format based upon accurate knowledge of the institution in which the client will advocate for him/herself. The procedural format is the action plan resulting from the action-oriented research in which the Advocate Counselor has involved the client. During this phase there is an increased emphasis on the part of the Advocate Counselor in the following dimensions:

1. Confrontation - pointing out discrepancies; "If you (the client) have been bullshitting it will reduce your chances of success!"
2. Immediacy - telling it like it is between the counselor and the client in an action-oriented reality; "Hey, you're (the client) doing the advocating and signing the letters, I'm (the counselor) not."
3. Concreteness - the ability to be specific; "What do you want (the client)? How are you going to get it? How will you know if you're successful?"

The use of role-playing and modeling techniques, such as in Alberti & Emmons (1970), in order to practice and rehearse likely situations are often helpful to the client.

During the initial stages of this phase, the Advocate Counselor educates the client to a task orientation. For the client to effectively pursue a solution to the problem, it will be necessary for him/her to practice certain skills in seeking a successful conclusion to institution-individual conflict. These skills are reading and writing. We have found in our experience that economically disadvantaged and minority people tend to develop behavior patterns which exclude the practice of these skills because of minimal positive reinforcement. Positive reinforcement has greater impact on a person whose learning experiences hold the immediate promise of alleviating aversive stimuli or crisis situations. This is particularly relevant to persons experiencing such crises in institution-individual exchanges. This phenomenon has also been cited by such thinkers as Paulo Friere and Ivan Illich and by such educators as Charles Silberman and John Holt. The proper application of the Implementation Phase of the Advocate Counseling Model will provide that positive reinforcement. In the case of clients whose reading and writing are extremely deficient, it may be necessary to recruit some peer, family, or community person with these skills to help (see Education Phase - client correspondent).

Client-Advocate Tools. There are certain tools which must be used if the client is to be successful in: 1) implementing his/her solution to the institution-oriented problem; 2) reversing the flow of accountability within the institution from top-down to bottom-up; and 3) forcing the institution to be primarily accountable to those it was established to serve rather than just accountable to those it employs. An explanation of these essential tools follows.

1. - Everything in Writing. The legal adage, "*Quod non est in scripto non est in Mundo*" (What is not written does not exist) holds true today. Interaction between the client and the institution must be on the written communication level. Unless past, present, and future exchanges are written and documented, these incidents do not count. Therefore, anything that is observed or heard that relates to the institutional problem area should be written down in some form, i.e., letters and write-ups. This is done in order to build a record and to provide evidence that such incidents occurred.

A *letter* to the institution describing the incident(s) and the problem is one way of implementing this tool. Where the time line permits, the first letter to the proper office of an institution may be sent by regular mail. If it does not receive a response within a reasonable period of time the next letter is sent via *certified mail, return receipt requested.* This process gives the client proof of mailing and proof that the letter was received at the institution. Where the cost of this process is prohibitive and the location of the institution permits, the letter can be hand delivered and a receipt requested upon delivery. Letters sent in such a way tend to sound the alarm of possible future litigation and they will be read and responded to by institutional personnel. The Advocate Counselor does not write first drafts of the letters for the clients but should go over the letter with him/her to ensure that it states the client's exact intentions. Grammatical errors and spelling errors should not be corrected unless it is brought to the Advocate Counselor's attention by the client. An extensive rewrite by the counselor tends to detract from the client's sense of control. If the client has a greater writing facility in a language other than English, such as Spanish or Chinese, then that might be used as the correspondence language. Such a circumstance would at least require the institution to retain a person familiar with the client's language. This is also the initial step by the client to move the institution to become more responsive to dealing with the client.

Personal contacts with institutional personnel should be *avoided*, for as personal exchanges increase, documentation of these exchanges becomes difficult and cumbersome. In situations where these contacts cannot be avoided, then *write-ups* must be completed on every conversation between the client and all persons present. A write-up is a transcript of the conversation from memory or notes, using quotes where exact phrases or sentences can be remembered and paraphrasing where the exact words used cannot be remembered. Every effort should be made to make it as accurate and honest as possible, with emphasis on what was said or done. It should not contain any value judgments by the client-advocate. The client should do the first draft of the write-up and work with the counselor to complete it. Very often the intense emotional involvement of the client will prevent him/her from doing an accurate job. It is the counselor's responsibility to help the client to separate fact from emotion. The write-up should be completed as soon as possible after the contact and a completed copy should be *notarized* or *co-signed* in order to validate the date on which it was completed. If another person, i.e., client correspondent or friend, was a party to the conversation, he/she should co-sign the write-up. The value of write-ups cannot be overemphasized in the Implementation Phase. Should the Advocate Counseling process be unsuccessful the write-ups will serve as an acceptable record of any violation of the client's right to due process in the administrative procedures of the institution. Although the temptation to use tape recorders is great, it tends to make institutional personnel defensive and the conversation sterile and often meaningless, even if recorders are used openly. If they are used clandestinely, it is by most standards considered to be an unethical invasion of privacy and if discovered may taint the motives of the client should the problem solving process reach the point of litigation.

Essential elements of the write-up are: A) the names of the persons present during the conversation; B) the day and date of the year; C) the beginning and ending time of the conversation; and D) the location of the conversation. Use of the write-up is to be decided by the client in concert with the Advocate Counselor. Possible uses of the write-ups are:

1. Sending the write-up to the person(s) involved in the conversation requesting any additions or corrections, together with a cover letter repeating the request made by the client about the problem and documenting the legitimacy of the request;
2. Sending it to the person in the institution, superior to the institutional person(s) involved in the conversation with copies to others, such as local and state legislative representatives who might aid the client in solving the problem; and
3. Retaining and letting it accumulate in the client's chronological file (Chronfile) toward occasions where the client can use it more effectively in advocating for him/herself.

In summary, if and when letters and write-ups are presented as documentation by the client-advocate, it has a particular significant effect on the institutional personnel. Client initiative represented by such documentation will result in one or more of the following conclusions on the part of the institutional employees: 1) the client has carefully recorded the incident; 2) the client may be correct in his/her complaint; 3) the institution may indeed be underestimating the power of the client; 4) the institution may be wrong or unfair in dealing with the client; and 5) possible litigation may result which may be embarassing for the institution. The state in which these institutional employees find themselves may be termed an aversive situation, a negative reinforcement situation where some form of escape behavior is sought in order to reduce the aversiveness. One such occurance will usually create an awareness in institutional contact persons of the possibility that other client-advocates may follow the same procedure. This state of awareness by institutional contact people that at any time they may be held accountable by those that the institution was established to serve gives impetus to institutional personnel to act more consistantly with the interests and needs of the client population. This process tends to reverse the flow of accountability with the institution, from top down to bottom up, which is more consistent with the concept of client-community countercontrol.

2. - Copies of Everything. On some occasions, written communications are accidentally and/or intentionally lost or delayed. Copies must be kept by the client-advocate on everything including: A) materials sent from the client to the institutional personnel; B) materials sent from the institutional personnel to the client; and C) materials (i.e., forms, etc.) sent from the institutional personnel to the client which are to be written on and returned. Where the client is required to go to the institution to complete forms or sign other kinds of documents, it is necessary that he/she request the following: A) that the client be allowed to take such documents home for study prior to completing them; and B) that copies of the completed documents be provided to the client by the particular institutional personnel with whom the client is dealing.

3. - The Chronfile. Ideally the client should construct and keep his/her own file with explicit knowledge that it belongs to him/her. This confidential file contains the accumulated record of documented evidence, i.e., letters, write-ups and responses of the institution-client exchanges. It is called the client's chronological file, in short, the client's *Chronfile.* At no time does the file belong to the counselor or the agency for whom he/she works, nor should the counselor or the agency be entitled to keep duplicates of any portion of the client's Chronfile without that client's explicit written permission. If the client permits the Advocate Counselor to retain possession of the file, then the counselor must state specifically his/her willingness to maintain its confidentiality. No agency or counselor evaluation design which is not consistent with this principle should be imposed. In addition, under no circumstances should the threat of withdrawal of services or the trusting relationship be used in order to cajole the client into giving a third party access to any portion of the Chronfile, including the client's name. The Chronfile is the manifest symbol of the client asserting control over his/her own life. Specifically, it serves the following functions:

A. provides tangible evidence to the client that something is being done, or has been done;
B. provides immediate reinforcement of the progress thus far;
C. provides reinforcement as client possesses the file with which to review and reminisce;
D. cues the client as to what else has to be done;
E. provides tangible evidence for the client to show others what he/she has accomplished, that is, to friends, family, peers, spouse, and others with similiar problems; and
F. gives the client an example by which he/she may replicate the technique(s) used in the process.

At the conclusion of the Advocate Counseling process, when the pre-established goal-alternative has been achieved or a referral must be made, the complete Chronfile should be given to the client. It represents a kind of credential, certifying that the client has effectively advocated for him/herself and has at least in this situation asserted control over his/her own life.

Time Line and Advocate Counselor-Client Sessions. Meetings between the Advocate Counselor and the client-advocate tend to fall into a pattern established by the procedural exigencies of the institution. During this phase the client meets with the Advocate Counselor just prior to or just after completing some step in the procedural format previously established. In some cases institutional procedures for resolving client-oriented problems have a time line which creates a press on the client, i.e., the client does not have enough time to adequately prepare for appointments, hearings, etc. If this is the case it is legitimate for the client to make the institutional personnel aware of the press and request, in writing, an appropriate extension of time.

During the initial stages of the Implementation Phase, it is appropriate to establish a regular schedule of appointments based upon an estimate of the length of time that it will take to implement the alternative selected. Any knowledge that the Advocate Counselor may have from previous experience and research on that institution related to the alternative selected by the client should also be considered.

Clarification should be made regarding the avoidance of Advocate Counselor interaction with institutional personnel. Contact resulting in understandings and friendships may effect the attitudes of the Advocate Counselor in such a way as to lessen the impact of strategies which affect institutions. Also, client awareness of such contact lessens the sense of control by the client-advocate.

Depending upon the number and complexity of the problems involved as well as the institutional procedures and responsiveness, this phase can last as long as the time taken for one complete exchange, i.e., one sequence of correspondence, six months, or longer. In an extended sequence of events there may be some motivational lag on the part of the clients. In such cases the Advocate Counselor may assume the initiative to call clients from time to time to: a) discuss any changes in the institutional policies or procedures, or b) reassure the clients of the counselor's interest, concern, support, and anticipation of further steps in the Implementation Phase. At such times it may be necessary to refer back to the Facilitation Phase and recapitulate the options available. If the Implementation Phase drags over an extended period of time, the client may decide that another alternative is more attractive because it can be concluded more quickly.

Value Changes. It is during this phase of the Advocate Counseling Model that the consolidation of new values takes place in an action-oriented reality. Previously, in the Education and Facilitation Phases the client's system of values has been subjected to new input and modes of behavior have been explored intellectually and articulated with the Advocate Counselor, parents, friends, etc. He/she is attempting to assert control in an effort to rewrite some stipulation of the social contract. He/she is seeking to implement a solution which he/she has chosen, to a problem which he/she understands, in both a personal and an institutional context. In addition, the client must adjust the old values to the new. The client may discover that the alternative selected is inconsistent with positive feelings in an action-oriented reality. The Advocate Counselor must be cautious not to force the client to "see it through," but be ready to go back to the Facilitation Phase without imposing a feeling of guilt on the client. Assuring maximum control over one's own life means being able to admit error without being saddled with guilt feelings. Although it would appear that the Implementation Phase is largely mechanical the reverse is true. The dimensions of confrontation, the ability to look at discrepancies, and support are needed to an even greater extent than in the Facilitation Phase.

Outcomes for the Institution: Feedin Mechanism. As the client-advocate acts on the basis of facts and good feelings, learned and developed during the Education and Facilitation Phases, he/she serves as a feedin mechanism into the institution. A feedin mechanism is an instrument which requires that one party, i.e., the institution, recognize the requirements and demands of another party, i.e., the client. Recognition of the requirements of the client does not necessarily mean that the institutional personnel will meet those requirements, but with the proper utilization of the tools previously described, it does mean that they will respond. Written or verbal requests, preferably written, from clients for information or service should be specific. Such requests should ask for documentation or justification of the response consistent with the Legislative Act, Rules and Regulations, or Administrative Memoranda. This function of the client as a feedin mechanism has the following enumerated effects upon the institution and upon the client:

1. It forces the institutional contact person to justify his/her actions according to the written authority. Thus it reduces his/her prerogatives to interpret the problem on personal, attitudinal bases which may be contrary to the intent of the Legislative Act, Rules and Regulations, or Administrative Memoranda.
2. It requires the institutional contact person to learn the basis for the administrative authority which causes him/her to act in such a way which has caused pain for the client.
3. It gives the institutional contact person access to knowledge which has been withheld in order to insure the status of those at higher levels in the institution. As the institutional contact person learns more of the reasons for the required behavior, he/she will be better able to serve future clients with similar needs.
4. For the vast majority of institutional contact persons who wish to change institutional policies to better meet the needs of their clients, this client initiative enables the employees to have documentation and hence a lever to advocate for positive changes in institutional policies and procedures.
5. For the client receiving a written response to a request for which he/she was primarily responsible for writing and sending, it reinforces the skill of writing. It also reinforces decision-making, problem solving, reading and learning skills which the client practices in the other phases of the Advocate Counseling Model. For many persons from economically disadvantaged and minority groups this will be the first time that they have consciously elicited a response from an "authority."
6. As the file of written materials (Chronfile) begins and grows the client's estimation of him/herself grows. There is a feeling of power and control which results from obtaining the knowledge and maintaining the file of accurate information. This feeling increases and the client learns and practices new assertive modes of behavior.

In short, as the client is educating him/herself and acquiring countercontrol skills, the client is also educating the institutional employees, beginning with the contact person.

Outcomes for the Advocate Counselor: Feedback Mechanism. In addition to the feedin effects of the client to the institution, the client functions as a feedback mechanism to the Advocate Counselor, providing updated information about the institution as well as the client. From actions taken by the client, the Advocate Counselor can assess the level of competency (knowledge and practice) of the concepts, tools, and skills learned in the Advocate Counseling process. Clients may feed back to the Advocate Counselor information and documentation on changes in Operational Rules and Administrative Memoranda, such that the counselor has a continuing source of accurate, updated knowledge about the institution, as well as a "feel" for the procedures and processes implemented within institutions. The Advocate Counselor has continual personal and intimate contact with clients affected by institutions. This is an invaluable input which top levels of management who are removed from client contact in the institution do not have. In addition, through the Information Resource Center, the Counselor has continual access to the knowledge upon which institutional processes and procedures are based, another invaluable aspect which institutional contact persons do not normally have. Most importantly, the Advocate Counselor is not subject to the same sources of reinforcement which determine a large part of the behaviors of institutional personnel.

Closure. As the tools are implemented and tasks are performed, closure to the Advocate Counseling process comes with *either* the achievement of the pre-established goal-alternative, or some variation thereof, *or* the recognition on the part of the client-advocate and the counselor that the institutional personnel are not going to grant the client the alternative sought. In a successful case, the pre-established goal-alternative is achieved primarily as a result of the efforts of the client-advocate, via learning assertive countercontrol skills. With a successful conclusion to the Implementation Phase, the client should be virtually independent of the Advocate Counselor. An ideal situation is one where the client-advocate has achieved the pre-established goals sought, and if hassled again by the same or similar institution(s), the client-advocate can replicate these assertive countercontrol skills. A client with this attitude at the conclusion of this counseling process is one who is more likely to generalize and transfer these skills and take the initiative in his/her community toward encouraging others to assert for themselves, individually or collectively.

In cases where institutional personnel will not respond affirmatively to the needs of the client-advocate, there is still the possibility of a compromise or the pursuit of another alternative from the force-choice context. Where the client does not want to compromise or pursue another alternative, the Advocate Counselor may suggest a referral to a lawyer or another professional. Such referrals are easily accepted and handled by attorneys because the documentation of the facts in the case during Advocate Counseling is so thorough. Institutional personnel may delay action only to see if the client will go to an attorney. Upon discovering that the client-advocate will go to an attorney, the institutional personnel may grant the alternative desired rather than deal with possible litigation. When a referral is made to a lawyer or another professional, the Advocate Counselor should indicate to the client that as a concerned counselor he/she wishes to remain in contact. This understanding should be made clear to lawyers and other professionals. Continued contact is maintained for the following reasons:

1. The credibility of the Advocate Counselor rests with the service performed. Service includes referral. In referring clients to incompetent attorneys or other professionals, the Advocate Counselor's credibility may be seriously damaged.
2. A good Advocate Counselor will refer very few clients; however, when referral is necessary it is often to a professional who charges a fee. Continued contact may insure a reasonable fee rate or discontinued referral to the high fee-charging professional.
3. An attorney functions under a different model than an Advocate Counselor. An attorney will want to advocate on behalf of his/her clients rather than develop the clients' skills for self-advocating. Continued contact with the Advocate Counselor following a referral to an attorney helps clients to be more knowledgeable about what is happening to them.

Even if the initial effort of the client-advocate were unsuccessful, the experience of advocating for him/herself is always a positive one. If the Advocate Counseling process has been unsuccessful, the client-advocate has nonetheless learned new assertive countercontrol skills, has given meaning to old skills, and has compared old values with new values. In addition, he/she tends to be less passive and more angry. Anger results not only because the client-advocate *feels* that he/

she was treated unjustly by the institutional personnel, but because the client-advocate *knows* that he/she was treated unjustly based on the access accurate, updated information about the institutional policies and decisions. Expression of this type of anger is indeed therapeutic and justified. A person who is angry because he/she knows that he/she should have been treated differently is much more likely to take some significant action than one who is frustrated out of ignorance of what the institutional responsibilities are under the law.

Implications

The basis for the Advocate Counseling Model is pain caused or aggravated by dysfunctional institution-individual exchanges. Failure in this area cannot be attributed solely to the individual. The goal of the Model is to help such an individual to acquire attitudes, competencies, knowledge and skills which allows him/her to effectively cope with dysfunctional institutional behavior. The Model is only valid inasmuch as people are commited to keeping institutions accountable, hence maintaining the vitality of the social contract.

Current job possibilities for the Advocate Counselor are inhibited by the top-down structure of institutions in which the positive reinforcers result in the subservience of those at lower levels to those at higher levels in the institutional hierarchy. A viable economic base requires the creation of a new institution, i.e., many Advocate Counseling agencies and/or institutional executives which are willing to guarantee the integrity of the Advocate Counselor.

Large scale implementation of the principles, ideology, and techniques embodied in the Counseling Model demand the development and implementation of an *Advocate Education Model.* Such an education model will involve the creation of a curricular approach concentrating on the development of affirmative countercontrol skills. This approach will also involve making persons aware that as individuals in a nation state dominated by an urban milieu, they are parties to a multifaceted social contract to which they subscribe by passive behavior. Through affirmative assertive behavior by individuals on a large scale, they can modify that contract in such a way as to maximize their own potential and minimize the control of those whom they place in authority over them.

Advocate Education concerns itself more with the process of informing, involving, internalizing and implementing how all people can manifest their potential in such ways as to create their own future. Sociologists, social workers and educators (Adams, Berg *et al.*, 1971, Kahn, Kamerman, and McGowan, 1973, *Harvard Educational Review*, 1973) state openly the issues and problems of children's rights. The area of children's rights has particular importance for the structure and curriculum of instiutions in which children are educated. Such institutions and curriculum should be structured to emphasize the ability of children to advocate for themselves instead of having adults advocating for them. Later articles will detail the concept and components of Advocate Education and how they relate further to the principles of the Advocate Counseling Model.

Research

Parts I and II of this article are a beginning attempt to articulate a model. Much of this is based upon day-to-day practical experiences in working with clients with institutional conflicts, armed with accurate information regarding institutions, background in personal-interpersonal counseling, and sheer guts. To the practitioners of Advocate Counseling, it works. Our data are based upon case studies with clients and their exchanges with dysfunctional institutions in which the setting is more clinical and counseling-oriented than laboratory or field observation-oriented. The level of data collected emphasizes overt, observable behavioral incidents between clients and dysfunctional institutions and between clients and the Advocate Counselor. Inferences are made regarding the feelings, thoughts, and reinforcement contingencies of the parties concerned. The general theoretical structure within which data can be organized is based upon behaviorism, social exchange and social contract theories.

The adage, "Research is needed to substantiate the statements made," is appropriate. The blank circles in the flow chart (see Figure 3) represent areas which the authors believe may be fruitful for research. The intent of this section is to high-light some areas of research which may verify the conceptual and practical matters of Advocate Counseling. Suggestions for research fall into four general categories: 1) the Advocate Counseling theory, process, and outcome, 2) the institutions, 3) the clients, and 4) the counselor. Much investigation is needed as to what constitutes the necessary and sufficient conditions for the various kinds of changes clients undergo within each phase. For example, it is our contention that access to accurate information related to the clients' institutional problem and the ability to convey it may be far more effective in establishing a climate for rapport, exploration, and change than the current counseling emphasis. Procedures will have to be developed to verify the fact that behavior changes occurred: 1) in the institution's increased positive responsiveness, 2) in the clients' being able to perform certain assertive counter-control skills, 3) in the clients' abilities to replicate, generalize and transfer these skills into other arenas, and 4) in the client's professed value changes. Verification procedures for increased institutional responsiveness and for client performance of Advocate Counseling skills are presently easy to construct and measure. Generalization, transfer, and professed value changes on the part of the client may present more complex methodological and interpretational difficulties. Currently, much literature is written on the nature and process of institutions by sociologists, social psychologists, anthropologists, economists, etc.; however, little is researched in the area of institution-client exchanges. Even less is written on the changes occurring within institutions as a result of client-advocate impact. Research may also expand the institutional arena to include non-public organizations where the underlying legal base is not as rigid. Client variables, counselor variables, and their interactions should be explored systematically. The Advocate Counseling Model has been developed and practiced with people from all classes including minority, low-income, and working-class clients of both sexes. An assertion was made regarding the Advocate Counseling approach being a non-leadership, organizer's model; the implication is that counselors trained with this model may transcend such difficulties with clients as differences in ethnic background, sex, and socio-economic class. Empirical evidence may clarify this issue. In addition, differences in role expectancies and prognostic expectancies on the part of the client and the Advocate Counselor have yet to be explored.

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III.

EVALUATION / FIELD SUPERVISING

My Experience as an Outside Evaluator with the Columbia University Library School Community Media librarian Program

by Olivia Frost

As an outside evaluator, that is, an evaluator who is not a member of the faculty of the institution sponsoring the demonstration described in this paper, it was felt that it would be of the utmost importance to obtain an understanding of the perceptions and expectations of the participants of the program at an early stage. This program, the Community Media Librarian Program being sponsored by the Columbia University Library School, had been conceived to develop a method for training librarians to serve in the public library branch system who would be able to respond to the information needs of communities. The plan for the graduate level program with an M.A. degree to be awarded at the end of the year's training had been developed following a one year planning grant for 1972-73 from the Bureau of Libraries. Library School faculty, administrators and staff members of the public library system as well as community library users had participated in intensive planning sessions to accomplish this objective. As a result of the combined efforts of these persons, a special curriculum had been designed to carry out what was viewed as an unique mission of the public library systems.

Without a doubt much planning had taken place with respect to the selection of course offerings, in the design and content of the curriculums of the new program components, and in the recruitment and selection of the students. The innovative components appeared to be soundly developed, especially those elements relating to the determination of community information needs for inner city residents, and to the provision of training in the use of media as an information tool. The sixteen students finally selected out of the group of 100 applicants recruited from across the country showed evidence of being highly motivated for academic work in addition to having outstanding community understanding and orientation.

Nevertheless, even with the best planned of programs, there inevitably may occur different perceptions and expectations on the part of the participants, different from those anticipated by the planners and administrators. This can be expected to happen especially in the early stages when students are launching into their activities, and before the full sweep of the purposes and objectives of the program can be concretely felt.

Factors of an administrative nature can also affect the perception of participants who do not know the specific constraints with which administrators may be forced to deal, such as those having to do with the timing of funding, or the requirements of the sponsoring institution. These can result in less than ideal arrangements having to be made in such matters as scheduling of classes, the timing of the introduction of sequences of instructional materials, and the provision of sufficient explanation and interpretation with regard to how each course may fit into the overall purpose and objectives of the program. Thus, it can be seen that to expect no problems in the presentation of a new program, under the most ideal of conditions would be unrealistic to say the least.

What is needed, it would seem, is some technique to clarify the kinds of situations responsible for the differing perceptions on the part of administrators and the participants. If this can be accomplished by the evaluator, better communication can result which can lead to a more coordinated approach toward the undertaking of the tasks necessary for the achievement of the goals of the program.

One of the problems that must be tackled in achieving this is that of a mechanism for such a process. The participants may feel at a disadvantage in expressing and formulating their concerns. The lesser power position which they hold as compared to that of the administrators may interfere with the articulation of opinions which might be judged to be critical from a negative point of view and unappreciative of the objectives of the program. If these views emerge in a disorganized fashion, there is the likelihood that they may be viewed as representing perceptions of a few individuals rather than a group reaction.

To provide a relatively comprehensive overview of the progress of the students during the early phase of the program, several different kinds of activities were engaged in. The evaluator participated in the initial orientation weekend with the staff, the faculty and the students. During the next two months, informal conversations were held with individual students and observations made of some of the proceedings of some classes. At the end of this period, a report was prepared for the director containing the following observations:

> With the orientation weekend held on the beautiful grounds of an old Westbury, Long Island estate, the Community Media Librarian program was launched with enthusiasm and with the promise of full and meaningful activity for the coming year.
>
> ... Under the guidance of a well trained and experienced consultant, an impetus and excitement was provided to the programmatic activities of the weekend. There were group discussions, the formulation of objectives by individual students meeting in interest groups, the planning and execution of assigned projects, the presentation of the projects to the staff and other students, and the joint participation of everyone in wrap-up sessions.
>
> ... There was a general atmosphere of involvement in a mission of great meaning and of participation in a program which could fulfill short range and long range aspirations which were the product of the dreams and experiences of youthful persons dedicated to the improvement of their neighborhoods and communities.
>
> ... Upon moving into the actual program, it was apparent that a different set of feelings had surfaced. The students were now attending classes in Butler Hall and in other buildings on the campus of Columbia University. They were taking specific courses, receiving the syllabus outlines, experiencing the various demands, the personalities, and the teaching styles of the different professors. In the midst of this, they sensed the high expectations the faculty and the program staff held of them, especially in view of the criteria used to select them.

As far as the evaluator was concerned, the development did not appear to be either a surprising one or an unexpected one. The informal talks with the students, the observations of the seminar and the workshops had indicated that these situations might be emerging. At a subsequent meeting with the group of students, students were seen to be struggling with the demands of each course on a highly personal and individual basis. A few students had arrived at resolutions to their difficulties, but the sharing of experiences had not occurred before the group meeting with the evaluator. Almost each student seemed to feel that his or her concerns were peculiar to the individual and that he or she alone was responsible for solving the problem faced. It should be recalled that about two months had passed and that this was a state of mind prevailing during this early phase. However, there was the distinct possibility that these doubts and questions could have interfered with the future progress of the students in the program. At this point the evaluator asked the students to respond to a course evaluation inventory for each of their courses which was completed by all 16 students.

The questionnaire used for this purpose followed for the most part the format of the Course Evaluation Inventory of the University of Indiana (see Figure 1) with some additional items included from the Student Instructional Rating

System Form of Florida State University as presented in the booklet, *Planning and Evaluating Library Training Programs, A Guide for Library Leaders, Staffs and Advisory Groups*, Brooke E. Sheldon, Editor.* In drawing upon the Inventory, there was the intent of securing responses from the student regarding several specific as well as varied aspects of the courses they were taking. Each of the items had a five unit scale with a range describing in words the top and bottom or extreme cases of a particular aspect of the phenomenon, e.g., very great or quite small.

The broad categories covered in the Inventory were: a student self-evaluation of his or her activity in the course, an evaluation of the instructor, an evaluation of the classroom proceedings, an evaluation of the requirements for the course, an evaluation of the grading procedure, and an evaluation of the content of the course. Altogether there were 50 items included in these six categories. Each of these was responded to in terms of the student's individual perceptions flowing from his experience and expectations.

In order to arrive at a group profile, responses were tallied course by course according to the numerical ratings on the inventory form for each item (1, 2, 3, 4, 5,) and an average computed based on the number of students in a particular course. Deviations from this average were then used to assess the degree to which the group as a whole expressed a response above the middle value (3.0 in each case), reflecting a tendency of a positive or negative nature. The analysis of the group responses has been made on the basis of + or — deviation units from the average of 3.0. An average of 1.0 for an item would thereby be given a +2.0 units deviation from 3.0 and would be interpreted in a strongly positive manner. No attempt was made to add the various item ratings or deviation scores in a broad category.

A word should be said with regard to the participation and the cooperation of the students in responding and completing the Inventory for each of their courses. The purpose of the effort in obtaining responses from the entire group was to provide information on as honest a basis as possible and not to base results on individual reactions or impressions. However, there was the desire to allow for individual elaboration of views if the student so wished without necessarily identifying a particular student in such a situation.

Each student was given the option of using a code number or his own name in responding. They were consistently encouraged to respond honestly to the rating for each item. Since the items covered a range of aspects pertaining to the course, there was the opportunity for reacting differentially and not globally. They could react to particular aspects of the instructor's teaching style, to the way in which the material was introduced or to relevancy of the content for them.

A summary of the variations in the group responses to two different types of courses included in the program is presented below as an illustration of how this actually worked out. The Community Information Seminar had been developed as an innovative feature in the program, while the Foundations Course was included as a basic traditional course in the graduate Library degree program. It is interesting to note that in several instances, the group responses for these different type courses were very similar. For other items there were strong contrasts as might be expected in view of their different orientations.

COURSE EVALUATION INVENTORY *

University of Indiana

Course.................. Instructor..................

Date:....................

Please be frank and objective in your responses. Omit irrelevant items. Thank you for your co-operation. (Circle number which is closest to degree of response you really feel).

I. Student Self-Evaluation
  1. The quality of my work for his course was
     very great 1 2 3 4 5 quite small
  2. The amount of work I did for this course was
     excellent 1 2 3 4 5 poor
  3. My contribution to the class as a whole was at a maximum level 1 2 3 4 5 at a minimum level
  4. I learned from this course
     very much 1 2 3 4 5 very little
  5. The subject matter, methods, or skills learned will be
     very useful 1 2 3 4 5 useless
  6. On the back of this sheet, write your evaluation of your own participation and involvement in the work of this course.

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* Prepared by: The Leadership Training Institute School of Library Science, Florida State University 1973. Produced under a grant from: The Bureau of Libraries and Learning Resources, United States office of Education, pp. 42, 46.

* Figure I

II. Instructor
7. The instructors knowledge of the subject was
excellent 1 2 3 4 5 poor
8. The instructor expressed his ideas clearly
always 1 2 3 4 5 never
9. (S) He avoided confusing or useless jargon
always 1 2 3 4 5 never
10. His (Her) speaking ability (enunciation, volume, etc.) was
excellent 1 2 3 4 5 poor
11. His treatment of students was
courteous 1 2 3 4 5 discourteous
12. The instructor was
overconfident 1 2 3 4 5 too unsure
13. (S) He was aware of students' needs and difficulties
always 1 2 3 4 5 never
14. (S) He was able to alleviate students' difficulties
always 1 2 3 4 5 never
15. (S) He encouraged students to work independently
always 1 2 3 4 5 never
16. His (Her) reaction to differences of opinion was
encouragement 1 2 3 4 5 intolerance
17. On the back of this sheet, indicate your opinions about the instructor of the course.

III. Organization of classroom proceedings
18. The instructor was well-prepared
always 1 2 3 4 5 never
19. The basic concepts were clear and logically developed
always 1 2 3 4 5 never
20. The class was
too-teacher dominated 1 2 3 4 5 too-student dominated
21. The lectures were
stimulating 1 2 3 4 5 boring
22. The lectures were
informative 1 2 3 4 5 wasteful
23. The discussions were a waste of time
always 1 2 3 4 5 never
24. The committee/lab work was a waste of time
always 1 2 3 4 5 never
25. The instructor covered the material
too quickly 1 2 3 4 5 too slowly
26. His coverage of material was
too superficial 1 2 3 4 5 too technical
27. The class was most interesting at the
beginning 1 2 3 4 5 end

IV. Requirements
28. The text, with respect to course objectives, was
relevant 1 2 3 4 5 irrelevant
29. The text was
too difficult 1 2 3 4 5 too elementary
30. Reference materials were useful
always 1 2 3 4 5 never
31. The text was
up-to-date 1 2 3 4 5 outdated
32. The assignments were clear
always 1 2 3 4 5 never
33. The number of assignments was
too great 1 2 3 4 5 too small
34. The assignments were
too difficult 1 2 3 4 5 too simple
35. The assignments were necessary (not busywork)
always 1 2 3 4 5 never

V. Grading
36. There was sufficient time for preparation for exams/papers
always 1 2 3 4 5 never
37. The criteria for grading were clear in advance
always 1 2 3 4 5 never
38. The concepts emphasized on exams/papers were relevant
always 1 2 3 4 5 never
39. The number of exams/papers was
too great 1 2 3 4 5 too small
40. The exams/papers were
too long 1 2 3 4 5 too short
41. The exams/papers were
too difficult 1 2 3 4 5 too simple
42. The instructor graded fairly
always 1 2 3 4 5 never
43. The instructor returned papers promptly
always 1 2 3 4 5 never

VI. Content
44. The subject matter was intellectually stimulating
always 1 2 3 4 5 never
45. The subject matter was
up-to-date 1 2 3 4 5 outdated
46. The course should be given to students who are
more advanced 1 2 3 4 5 less advanced
47. Considering the credit-hours, the work required should be
more 1 2 3 4 5 less
48. This course should be
required 1 2 3 4 5 dropped
49. I would like to take another course in this subject area
definitely 1 2 3 4 5 definitely not
50. Please write specific suggestions for improving the course, student participation and involvement, or instructor on this sheet.

Student Self-evaluation

For both the Community Information Seminar and the Foundations Course, the students rated the amount of work they felt they had done above the middle value between the extreme points of 'very great' and 'quite small'. However, for neither course was the group rating with respect to how they saw their contribution to the class in the direction of a maximum level. The short time in the class (about three months from the beginning of the program) may have been a factor in the moderate level of responses to these two items. On the other hand, there was a decided contrast in the direction of the group responses between the two to the other items in this category, namely, interest in learning the material, amount learned from the course, usefulness of knowledge gained, intellectual challenge of course, and gain in competency as a result of knowledge imparted. Group responses were almost uniformly positive for the Community Information Seminar, but intended to be neutral or in the direction of a negative rating for the basic Foundations Course.

The Instructor

In the case of items relating to the instructor's knowledge of the subject and the style of presentation, the ratings showed a marked contrast between the two courses with more of a positive direction for the Community Information Seminar instructor and a more neutral or negative direction for the other course.

For items having to do with the instructor's relationship to the students, however, there were only slight variations between the two courses. This would seem to suggest that these are expectations of the students and perhaps not in accordance with the traditional style of college teaching. The items in which this tendency was reflected were: concern for student's covering material, awareness of students' needs and difficulties, ability to alleviate student's difficulties, encouragement to students to work independently, and reaction to differences of opinion.

In the group session with the evaluator prior to the distribution of the course evaluation inventory, the students had expressed a desire to have more of an opportunity to discuss information and materials presented in the Community Information Seminar. The life experiential backgrounds of the students may have pressed them to absorb the ideas and relate them to their own experience and field of knowledge.

Organization of Classroom Proceedings

Similarly for this category there were some items where the group ratings did not show much contrast between the two courses. Preparation of instructor was rated positively for both courses, although somewhat higher for the Community Information Seminar Course. Extent of teacher domination was rated about the same for both in the direction of more teacher domination rather than midway between teacher and student domination. Other items included in this category which were rated around the neutral value for both courses were: clarity of basic concepts, the extent to which lectures were stimulating or informative, the speed in which material was covered, the view that material was superficially covered. As might be expected, the Foundations Course was felt to be considerably less stimulating than the Community Information Seminar.

Requirements

In this category, usefulness of references, and up-to-dateness of text materials were viewed on a more positive level for the Community Information Seminar than for the Foundations Course. However, the number of assignments was rated about the same for both courses, more 'time consuming' than not. Items pertaining to criteria for grading, to the relevance of concepts emphasized on exams or papers, to the fairness of grading, to the number of papers required were rated about the same also.

Content

In terms of content, group responses showed sharp contrast between the Community Information Seminar and the Foundations Course. The subject matter was rated as more intellectually stimulating and more up-to-date for the Community Information Seminar and a strong recommendation that the course be required. Students also expressed a strong desire that they would like to take another course in this subject area.

The above comparison illustrates the value of this process in providing information which can clarify the basis for perceptions of students with regard to aspects of the course presentations. By completing this analysis and presenting the findings to the faculty and administrative staff by the end of the first semester, some modifications were able to be made for the next semester's program.

The most significant value, however, has been the confidence which the students have gained in being able to contribute their opinions and perceptions to the plan for the program. This is especially evidenced in their functioning as a group at a superior level during the second semester.

Field Work In Public Library Training
- The Only Way To Go

A brief review of the Field Work experiences in the Case Western Reserve Library School Urban Library Program

by Roger Mae Johnson

During the planning year it was decided that the Field Work component would consist of fifty percent of the student's training throughout the two-year program. Faculty members from the School of Social Work, the School of Education, the School of Library Science and representatives from the area libraries structured the nature and extent of the field work. It was decided at this time to try to pair a social agency and a library together with the student acting as the liaison person, in the hope that some cooperative programs could be developed between them. A workshop was held for all future site supervisors at which time guidelines for the field work were discussed.

Agencies were selected on the basis of availability of supervisory staff, variety and type of programs, age groups and location (to city transportation). The students were paired to an agency and public library based on information from their personal files, previous interests and projected personal goals.

The following is a brief description of the types of agency/library pairing for the first year of Field Work. The student was assigned to twelve hours at each social agency and four hours at the library, thus working a total of sixteen hours per week.

AGENCY	LIBRARY
WOODLAND JOB TRAINING CENTER . . . operated by the Board of Education — for youth out of traditioinal schools — program augmented by light industry. *Chevrolet & General Electric Companies* . . . personnel from the companies come to the center and teach the mechanical skills using realistic models of equipment. *Library* helped students actually took part in various programs for the experience *Education* classes geared toward high school (voluntary) test given if not remedial help *Job Training* (voluntary) on site training in areas of the two industries that go into job placements	*Woodland Branch Library* Comparatively new medium size branch located in an all black low income community. Very old housing and one new multi-unit housing project. Emphasis on children's and young adult programs. Student's effectiveness between agencies measured by volume of books loaned to augment agency collection.
EAST CLEVELAND HUMAN SERVICES AGENCY . . . a multi-service center Total Human Services Delivery System *Information Services* individual examples: dog services rent control *Case Management* handles individual problems under contractual set-up *Research & Planning* work with Coordinator of Target Groups such as seniors, youth, child development, etc.	*East Cleveland Public Library* (Main Library) This was one of our suburban sites. Although its location is out of Cleveland's city limits, many of the same characteristics of this library are found in some of Cleveland Public Library's large branches. The major difference is the great influx of a large non-library user public.
LEE-HARVARD COMMUNITY CENTER Social agency serving a large geographic area, middle and low income black families — several schools with very few recreational facilities. *Program Director* supervisor of student *Special Programs* tutor: after school activity elementary & junior high students *Behavior Modification Group* elementary school with the supervision of a school guidance counselor. *Day Care* crafts & stories with mothers and children	*Harvard-Lee Branch Library* Library experiences consisted of orientation into the procedures such as book selection, reference work, children's activities, community meetings, outreach programs, etc. All of the libraries were located in either transitional communities or neighborhoods with totally black, white or ethnically mixed groups. These branches were usually patronized by children, youth and adults from economically poor to lower middle class families.
OUTREACH DEPARTMENT Hospitals & Institutions Braille & Talking Book Services Services to Shut-ins Library materials to shut-ins, Hospitals & Institutions Department, visually and physically handicapped, Bookmobile Services	Main Library *Cleveland Public Library* *Cleveland Sight Center* *Outpost — Satellite Center*

During the first year most of the field supervisors' time was spent responding to crises. Some sites were not visited as frequently as others. This resulted in some feelings of neglect on the part of several students and agency personnel! It became necessary to have regularly scheduled time for discussing and reporting of field experiences. The sharing of this information proved to have value for all students. Although several sites were similar in organization and programs, they all varied in their methods of giving services to their particular public.

EAST 79TH STREET BRANCH PROJECT

Summer 1973 . . . Spring 1974

In the Spring of 1973, the Cleveland Public Library and Case-Western Reserve University Library School entered into a cooperative program for a unique experiment in library education. This venture was the culmination of an idea which came from the students in the Urban Library Program. As they expressed it, a new and different kind of field work was more desirable than the individualized experience in the preceding year.

The mechanics were set into motion and the students were involved in the selection of the site (branch) and the person who would be the branch supervisor.

Four of the twelve students were already scheduled in field assignments out of town because they were from the states of Washington, Arizona, Tennessee and Virginia and their experiences would help broaden the contact of the whole student body with other systems. They were charged with the responsibility to think about program ideas for the Fall and to correspond regularly. The remaining eight students met once a week as they spent the summer conducting a community survey and planning programs and activities to be implemented in September.

Presently, the students are assigned to the branch where they each work 16 hours per week. During the internship at the branch they are expected to learn and to perform every task required to run a branch library from reference to desk work, from publicity to programming, from community contacts to implementation and follow through. As each student has a chance to be assistant branch librarian, he or she learns to do the mundane tasks such as reports and book processing and filing. Book selection meetings which occur bi-monthly are attended by the students and their input is considered as valid as that of any other participant.

In order to facilitate the plans and programs the students are divided into task forces such as by age grouping: children's young adult, adult, senior citizens; and the supportive task forces organized to study and to make recommendations for changes, such as physical environment, public relations and administrative, both inside the building and out.

To date, many exciting programs have been held; community contacts have been good; some work has started on the exterior of the branch with the help of an architectural consultant. The students have painted windows and screens and torn off fences and really have done manual work.

The real impact has been felt in the neighborhood where the 60-year old branch is located; this neighborhood is a mix of several racial groups, Black, Spanish and the older residents of middle European background. Very few small businesses are left in this transitional community. However, one large factory, White Motor Company, is less than four blocks down the street and an all-girl junior high school is in the neighborhood.

Contacts with this school have led to an invitation to have the Young Adult Task Force take a portion of the school curricula on Wednesdays with a grooming course. This activity started at the branch upon the recommendation of a concerned councilman, a woman named Carrie Cain. The male principal of the school and his supportive staff are very happy with this newly formed library/school alliance.

Another outstanding contribution has been the involvement of the library students with the Spanish community. Fortunately three of our students speak Spanish so they were able to relate to this group which had been neglected. While most of the Spanish people do not yet patronize the library on a daily basis, we are looked upon as an institution showing concern for their particular needs. The Spanish collection has been dramatically expanded and use of it has risen considerably.

An indication of the good feeling that exists was manifested at a recent program at the East

79th Branch when it was discovered that approximately one-fourth of the Spanish-Americans in attendance had travelled miles across town.

These are only two of the many involvements of students with community groups and agencies. Throngs of children attend programs planned for them. Efforts to relate to other adult groups, senior citizens and young mothers are in effect.

Plans are on the drawing board for a dental health program which is to involve high school students in a formal teaching situation. They will be trained and certified to conduct dental health classes in their own neighborhood elementary schools. Two area dentists, the schools and library staff will meet soon to plan the seven-week course. Perhaps the most important characteristic of this project, in terms of the future of the Public Library, is the enthusiastic support of the administration.

Urban Library Training Program: Fieldwork

by Mary Suttle

The Inner City Library Institute program launched by the School of Library and Information Science was surely and in all reality an experimental program. According to evaluative findings, this Institute has provided invaluable knowledge and deep insight into the intricacies of programming to fill the void that exists relative to the delivery of public library services to a particular segment of our society.

It has been proven that the field work experience together with support of School of Library and Information Science staff is of utmost importance. The experience provides the student a greater understanding of the community, it enhances his sense of self-confidence, and allows him to feel out the area in which he wishes to be employed. Furthermore, field work experience will assist the student in evaluating his classroom education (the necessity of it), the application or non-application of class studies, the relevancy of the course work, and the opportunity to offer valuable input into curriculum design for further development of similar programs. The field work experience also assists the student in developing the techniques or tricks necessary to learn how to determine community needs. It is also important in helping a student evaluate himself and his capabilities. Is this really the area of interest for me? Would I be more comfortable in research in a more established situation? Am I willing to work with all segments of society, or am I going to be honest and request a quiet, non-problematic area where I will rarely be bothered with any one or anything.

I personally feel that we of the Inner City Library Institute were working under a disadvantage, to a point. This was all new, and we were groping, feeling our way. There was no model or blueprint to serve as a guide. Students were frustrated with the staff, agency personnel, and the community. It was just not like it was supposed to be. There was no one there to guide or instruct.

In many instances, field placement agencies were so pleased to have another (free) staff member in their overworked, understaffed organization that students found themselves involved in all phases of the operation, working on many things that did not relate to library or information service. They found themselves not knowing what they were doing nor why they were in the agency. This in turn caused a distrust and some adverse feelings toward the Library Science profession. Others found an opportunity to become innovative and creative in informational services and library skills, especially those in the public and parochial school settings.

There is another important segment of the broad community, and that is the rural area. Since many of the School of Library and Information Science regular students are residents of these areas, they could well utilize the field work component in the community to which they will possibly be returning. In addition, with educators more aware of the hazards of urban sprawl, it is sensible to train students to be able to work effectively in all areas.

Were students adequately trained to meet the informational needs of urban inner city residents? This I cannot say — the total evaluation is not yet complete and there cannot be an adequate assessment until students through their own library employment experience, have had an opportunity to determine for themselves whether their specialized training has been an asset. The library profession has not as yet spelled out what skills and techniques are necessary. Nor has it designed a program that will equip students to serve the total community in its needs for informational services. We too are still studying, reaching, and observing other programs in hopes of soon designing the "ONE" that most definitely will include the valuable field work component.

IV.

OUTREACH/ALUMNI and STUDENTS

Library Personnel Requirements On American Indian Reservations

by Charles Townley

American Indians residing on reservations have had almost no library service. With increasing frequency, these people are demanding and receiving some form of library and information service. As library and information centers develop, personnel needs are becoming a critical factor. Experience indicates local personnel are the best personnel in terms of knowledge of the community, commitment to local needs, and setting priorities.

For the purposes of this paper, reservations may be divided into two categories: those with more than five thousand population; and those with less than five thousand population. For the larger reservations training at both professional and para-professional levels are required. For the smaller reservations para-professional training is sufficient.

Recruitment for professional training is and will remain a real problem. The few Indian college graduates available are unfamiliar with library opportunities and are attracted by more lucrative professions. Once recruited special curriculums must be provided that will facilitate implementation of quality programs on the reservation. This curriculum must include the following elements: (1) creating informational materials in a format useable by the clientele; (2) developing and dispersing local information; (3) determining information needs; and (4) determining the best means for applying traditional library practice in Indian communities.

Para-professional training programs have additional needs. The first is that students be locally recruited and trained. It is necessary that local people be recruited because they can effectively relate to the community and participate in it. Also, previous use of non-local people on reservations indicates a retention time of two years at most. Local training must be provided because these people either can not or will not leave their communities for the time required to train them.

Para-professional training curriculums must be designed so that the student learns the essentials of how to determine local information needs and how to meet them. Another key factor is that training will be integrated with teaching services that are as cost-effective as possible. Creation, medium, and format of information are critical in Indian communities where the native language is common and must receive some training emphasis.

This short presentation serves only to raise issues among library educators interested in training personnel to serve Indian people. As each Indian tribe is different, so will every training program differ in its approach to the local need. The key to a successful program will be Indian input in planning and operating the training program.

Urban Library Services Program At Case Western Reserve University: My Education, Experiences And Attitude

by Benjamin F. Head

Case Western Reserve University's School of Library Science, like similar schools across the country, in order to keep up with the trends or to truly attempt to train people for inner-city library positions, undertook a federally funded program to fill this recently recognized need.

This program was undertaken in September of 1971. This academic year was the planning year. The planning was done by Case Western Reserve University's Library School faculty members, local professional librarians, teachers, a professor from the School of Applied Social Sciences and individuals from the inner-city community social agencies and various other organizations.

During the planning by this group it was decided that the best way for anyone to obtain expertise in working with and for inner-city persons was to work side-by-side with them in as many situations in the inner-city as possible during training.

It was also decided by the planners that in order to accomplish this the students who would be involved in this program would work a set number of hours in local community libraries and simultaneously in an adjacent or as near as possible agency of the same general community.

In order that the student be as well informed as possible in as many areas of human sciences as possible, it was planned that professors from the School of Applied Social Sciences, the School of Education and someone with a management background would be secured for our benefit. The professors from these areas would make their expertise relevant to the inner-city and to the library.

The planning ended in June of 1972.

During the summer of 1972 the students were recruited from across the nation through interviews, special application and with the required interest in working with the inner-city poor in improving libraries' service to them. In referring to the inner-city poor this usually includes: poor Blacks, Mexican Americans, Puerto Ricans, Appalachians and individuals of Eastern European descent.

The students, twelve in number, entered the university in September of 1972 with the idea and hope of truly obtaining the knowledge and skills so necessary for success in attempting to assist the inner-city residents in any way possible through the resources of the branch library.

The students found that the structure of the program had been planned the year before by capable individuals from the university and the community. The format of the program was: two years with an urban seminar each semester focusing on different areas relevant to our ultimate goal. There would also be extensive fieldwork,

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which probably accounts for the two years in this program where the regular library science degree usually takes only one academic year and a summer. Next was other basic library science courses of the students own choosing but sometimes recommended by the directors. Last was individual growth through a combining of all of the above mentioned factors.

The first semester seminar was basically designed to introduce and acquaint the group with the city of Cleveland and its peculiariarities. To conduct this first seminar we had a professor from the School of Applied Social Sciences, Dr. George Livingston, who has been in Cleveland for many years and has done extensive work in the various communities under different auspices. He is also a member of the Cleveland Public Library's Board of Trustees. His seminar was conducted from a community point of view in that he went through neighborhood after neighborhood explaining it's background and it's status quo. We were required to read books that gave precise portrayals of inner-city life and it's problems which might confront any community librarian.

In the meantime the students were assigned to various field sites for the basic purpose of satisfying the old adage of seeing is believing and learning and knowing, going a little further than usual. Each student was assigned to an inner-city service agency and was required to associate himself with the nearby community library and make himself (through natural skill and intelligence along with what was being taught in class) a liaison between these two bodies to bring about some possible cooperation or coordination of programs and/or services. Many students found it difficult for a number of reasons. One was a lack of individual preparedness in bringing together two bodies — a service agency and a library — who had not for some time had any contact with each other. Another was the feeling of one agency that the other would intrude upon the other's territory or clientel; and in general it was a fact that these agencies and libraries had not traditionally cooperated on any large basis. As time went by the students became more adjusted to the new situations and things got better although individual problems still existed. All these individual experiences were shared by the group through frequent discussion in the seminar. Also, because of the introduction to the community in the first seminar the students were informed about local politics, street clubs, community advisory boards, and community organizational structure.

The first semester ended with new students and new directors. There were new students because they had been into the inner-city first hand and they more or less knew what was there and had begun to develop individual ideas and theories about inner-cityness — it's problems and how they might be dealt with. These ideas were far from final at this stage. There were new directors because even though the previous years of planning was extensive and very well done it was impossible to foresee everything of the future. It was found that the way that the program was planned was far from satisfactory to all the students. I think it might have worked better if the planning had been more general and the students were allowed to draw up their own programs to their individual taste so as to facilitate individual growth and interest to the fullest extent.

With the first semester over the students plunged into intersession after the Christmas holidays. During intersession each student was required to do sixteen hours of fieldwork along with a regular library science course and with whatever other courses he preferred to take. During this time some students voiced desires to be placed in other sites to do their fieldwork because of various reasons. One was dissatisfaction with experience gained in the assigned site; another was that students could not see eye-to-eye with his field placement supervisor, or the student felt he could not be as effective in developing himself in his present site as he might in another. So, some shifts took place.

During the next semester the group was to gain another skill that is vital to any librarian or to a person in almost any profession: program planning, institution and evaluation.

For this duty there was recruited from the School of Education at Case Western Reserve University an innovative professor, Dr. Gene Bartoo, who literally loves this type of thing. As I mentioned before this skill is needed in almost every profession and one of these is education, as we found out in this seminar. Although the professor was good in this area most of the information was naturally centered around educational settings although I do not think it makes that much difference as long as one learns the basic technique.

In this course each student was required to research his field site community, determine a need and fill it through using the knowledge and techniques learned last semester and the information presently being presented.

Each student fulfilled this requirement to varying degrees. Some of the programs were: A community boys club within the library setting, a program to instruct housewives on how to cut food cost through using coupons, a counseling program for young adults, a tutoring program for children that the principals of junior high schools called problem children, and the building of a separate collection of books according to the interest of the patrons through gift books and books that could be gotten from friends and elsewhere.

Most of the students of this group were from out-of-town, and they had not been home since spring break. Before they headed home, they had through correspondence, set up a place for fieldwork during the summer. This was also required.

Even before the end of the semester many students had been doing some thinking and planning of their own. It seemed that some of the students were quite unhappy with their fieldwork sites. There were chances during the semester to change field sites but apparently the students did not think this was the answer to their problem.

It was generally felt that this arrangement of fieldwork was not sufficient nor was it satisfactory for learning the type of skill they felt was needed. It was felt that they had no decision-making power, no freedom in their sites and that there was a lack of understanding by many of their field site supervisors; there was a general feeling that this was just not it in terms of what was needed in the practicum part of the program.

Just prior to the end of the spring semester the students called a meeting to try to remedy this situation. They came up with the idea of all of the students working within one library setting and operating the branch themselves. It is generally known that the Cleveland Public Library, having thirty-six branches, might go along with some free help in one of the branches. Well, this idea took root and started to grow. Everybody agreed that this was a good idea and it was decided that it would be presented to the directors, who had spent the last year planning every detail as far as possible only to have it altered so drastically by the students. We thought that this was best for our training and we were told time and time again how flexible the entire program was so it was not felt that there was anything wrong in what we were doing although we could not know how the idea would be greeted. We presented our proposal to the directors, Mr. Al Goldwyn, Miss Roger Mae Johnson and Dr. Rea Rohfeld. It was well received. After getting over the initial surprise they thought it was a grand idea and wondered why they did not think of it during the planning. After this there was a limited feasibility study done. The results were favorable and the wheels of implementation started rolling. The necessary people from the Cleveland Public Library along with those from the Case Western Reserve University School of Library Science were contacted and both gave full approval and promised support.

The next step was to find a suitable branch. We were given conducted tours of possible branch sites for our approval. The East 79tn Street Branch was chosen for our experiment. The next step was the choosing of a skeleton support staff which would consist of a branch librarian, who would be responsible to the Cleveland Public Library Administration, two desk people, and a Children's Librarian. We though that it was best to have new people in these positions, someone who had to some degree the same ideas and goals that we had. The proper staff was found by us with the help of the Cleveland Public Library and they were assigned to the new branch. The two desk people were already on the branch staff.

The branch and its community, which consisted of Blacks, Puerto Ricans, Slovenians, Whites and other individuals of Eastern European and Asian descent, proved to be a real challenge.

With summer fieldwork ahead of the students who were remaining in the Cleveland area, they would be responsible for research in the new community. This included meeting people, getting to know the schools (their locations and principals), the church groups, community leaders, patrons who frequented the branch, the man on the street, local community agencies, and, in general, getting the feeling of being a part of the community. We were to do everything except literally move into the community. This was done successfully through hard work, much walking, numerous bus fares, many gallons of gas, waiting in agency outer offices, and meeting some indifference from some people in the community.

After the Summer we encountered a community relations problem. The news release by the Cleveland Public Library announcing the formal entrance of the students into the branch library met with mixed feeling from the community, who had over many years gotten accustomed to the branch librarian and staff that we were replacing. This brought some hostile reactions from some of the older patrons in the community. The community reaction was so strong that there had to be printed in the local paper an extensive clarification of the experimental program. Through this printing and personal contact with the community this problem was overcome.

In order to get underway with the work of finding out the specific needs of the various facets of the community and finding ways of fulfilling these needs we divided ourselves into six task forces: the young adult, the children, the adult, the environmental, public relations and administration. These individual groups were responsible for the specific determination of needs in these areas and planning ways of meeting them. This proved to be a challenge to our multi-talented, multi-racial, and multi-oriented group.

The environmental task force was the first to get off the ground. It was decided that the branch library needed a little work in order to make it more user oriented, more functional and even more attractive.

The students got together with the administration, who was giving financial support, with an architect who had interest in this area and planned some recognized changes in the branch. There was one thing missing in this planning group and that was people from the community. After the renovation was begun there were some negative reactions from the older members of the community who were accustomed to the branch looking a certain way. One of the changes made outside the building was the removal of a wrought iron fence that had been around the branch for many years; it was thought that this fence made the branch look sort of boarded up and unwelcoming. Another change was painting the front window a bright color. Next was the washing of other windows which seemed not to have taken place for many years. The entire front was to be changed to make it more attractive. Some of the work is still to be done.

Some work has taken place inside the branch. This is slow because of the cost. Some painting and the moving of furniture has taken place. The group is still working on modifications both inside and out. The outside work which was done by the students was slowed up by the weather, and will be resumed when it is favorable again.

The public relations task force started its work by a visit to the public relations department of the main building with a tour and the outlining of the general public relation procedures of the total system. Next they acquainted themselves with community papers, church papers and bulletins, local bulletin boards, drop points for posters and radio stations which gave time to community events. It was the plan that all programs and public announcements would be channeled through the public relations task force. This did not always happen. Some students took care of their own publicity with little or no assistance from this task force. The task force was self sufficient, it met when necessary and did what it thought best for every program or event presented.

The young adult task force did a good job in determining a need with a program called "groovy grooming." It attracted many female participants and was very helpful in the area of its intentions. This task force also presented many other programs that proved to be successful to varying degrees depending on how success is measured.

The children's task force had fair success in the relatively few programs it presented. There was a full-time children's librarian who took care of the responsibility for chidren's programming. The children's task force activities included school visitations, contests, kindergarten visitations, parties, story time rap sessions, and you-do-it activities.

The adult task force had success with such programs as crime prevention lectures for the elderly, cooking demonstrations from the Ohio Gas Company, etc. All the task forces had varying degrees of success in their attempt to find needs in the community and fulfill those needs.

Along with entering and operating this branch the students were still required to attend the seminars and other classes at the library school. One seminar included lectures and discussions on library budgeting, management, administration and public relations. This really came in handy in our present setting.

During this period there were some problems in scheduling and interpersonal relations. Each person was required to work at least eight hours in the branch and eight hours in the community per week, or a combination of these plus any extra time desired. Some interpersonal problems arose when some students felt that others were not carrying their share of the work at the branch. Another problem was that some students felt that this type of setting was not best for him. Another problem was that it was felt that the task forces were not taking enough initiative in meeting the needs of the community. These difficulties were discussed and were either ironed out or are being ironed out. Most of this occurred during our many staff meetings in which our branch librarian, Mrs. Bruni Boyd, was very helpful in resolving many problems.

Each student was required to spend three weeks as assistant librarian in order to work closely with the librarian to get a first hand knowledge of the day-to-day, week-to-week, month-to-month feel of reporting and other official things that an administrator does; and to actually do them. During this time the student was required to do all the chores regularly assigned to the assistant librarian.

In this setting and the one of the past year the students have been in many inner-city situations and have gained much knowledge of the reality of these areas. The operation at the branch is still in progress and the task forces are still at work. Some students more than others feel themselves more capable of being successful in an inner-city setting. Others are not sure that they want to pursue careers in this area because they are unsure of themselves. Still others have not come to grips with the inner commitment so necessary for working with some degree of success.

As a member of this group I have greatly benefited from this program in many ways.

One benefit was the academic and theoretical basics that I learned in the traditional library science classes although they hardly did anything to broaden my knowledge of understanding the inner-city. It has always been believed that theories are necessary for good understanding, maybe the things I learned in classes such as cataloging, reference, non-print materials, material selection, etc. might and probably will come in handy someday.

Next this provided me with unlimited experience in working in urban setting. This experience, I think has been as extensive as possible for someone in training, although there are several ways in which it could have been done. This was just two of them tried at Case Western Reserve's School of Library Science. I sometimes found myself bogged down with the amount of work that was required of me. I found that with the meetings, class work, and fieldwork most weeks were pretty full. The program in general has provided the closest thing possible to actually being an inner-city professional librarian.

Since I have been in this group I have had the opportunity to work in two inner-city libraries and three inner-city agencies: The Woodland Job Center, The Legal Aid Society and a home for the aged. In the branch library I have worked with Blacks, Whites, Puerto Ricans and people who are of Eastern European descent who do not speak much English (many of the Puerto Ricans speak none at all). I have been able to learn how to handle myself in many inner-city situations which is really saying a lot.

The Woodland Job Center was where I came to many of my realizations of inner-city life. This agency which is run by the Cleveland Board of Education provides education so that high school drop-outs will earn a diploma. I also learned the hard way that inner-city school drop-outs do not appreciate being called "drop-outs," especially if they are struggling to obtain their diploma (that is, a chance to take the G.E.D. exam in order to obtain the high school diploma). At the same time they may be involved in on-the-job training for local industry while in school, job placement with local companies, employment with a division of the Ohio employment security on the premises, training to be a mechanic provided by the Chevrolet Motor Company and other needed services in this area. I had a chance to work side-by-side with many of these individuals to try to become aware of some of their troubles, frustrations and apathy. This helped me to sort of put myself in their place as a librarian and determine how I would feel about the library and how the library might become a part of my life.

In closing I must say that I have had much personal growth. The academic knowledge and all the practical experience has started a relationship within me and helped me form some ideas and conclusions about inner-cityness

The Problems of The Urban Library
As Discovered In the Training of the Urban Librarian

by Ms. Anne Walsh

The urban library is in trouble. While it continues to justify its existence by the traditional argument that the library has an educational, a civic, and a utilitarian purpose, it must acknowledge that despite these noble purposes, many people never use the library. Traditional librarians still liven their days with stories of the glorious times when children flocked to story hours. In hushed asides, they speak also of the "changing" neighborhood. Generally, innovative ideas to update the library are noticeably absent from the conversation. Nevertheless, the library continues to take pride that it exists as a free agency for all, even if people are unaware of its existence and purpose. Consequently, the library finds its buildings empty. It is time to stop looking back. Librarians must acknowledge that the library serves only a fraction of those it should. Perhaps once the problem is admitted, solutions can begin to be found.

Before the problem of reaching potential users can be resolved, a close examination of the current situation is necessary. It is obvious that in this media oriented country, the library cannot depend upon the public's love of reading as its mainstay. They can survive only by meeting a need of the community. The logical need for the library to meet is that of information, regardless of the form necessary to transmit the message. I believe that libraries can meet this need if they first become effective community agencies. This involves working with the community at its level. First, however, the library must be accepted as a working member of the community. There are three basic areas in which many libraries lose ground in their attempts to be effective community agencies. These areas are: (1) the availability of the materials needed to meet the informational needs of the community, (2) the library's relationship with other community agencies, and (3) the image of the library in the community.

The first measure of effectiveness, meeting the informational needs of the community, sounds extremely basic and easy. If the library's patrons are readers accustomed to using the library and vocal about their needs, it is. But how does one meet the non-expressed needs of those persons who never use the library either because they do not know what it offers or because they cannot read? Urban libraries have a responsibility to give special consideration to the latter group because they are unable to utilize the printed word as a source of information.

There are at least three ways in which urban libraries should be meeting the needs of this group. Opening a neighborhood information center provides a reference service not typically associated with libraries but valid nevertheless. In addition, urban libraries must provide high interest, low reading ability materials on such subjects as consumerism, health, and home repairs. Increased funds must be allocated for the purchase of nonprint materials so that libraries can catch up with the media explosion in this country. If a librarian is hesitant about obtaining such materials, she should remember that libraries exist to disperse information. If a patron cannot read the printed word, the librarian had better find an alternate medium. In the meantime, she should serve as interpreter when the information needed is not available in a form useable to the patron.

The second area in which the urban library should measure its effectiveness is its relationship with other agencies in the community. Too often, the library expects to stand as the fortress of knowledge, oblivious to its surroundings. Because this has been the attitude of the library for years, the library is overlooked by other agencies. The librarian must sell the library if she ever hopes for interaction. She must be willing to work with all groups in the community regardless of their social acceptance. About all, she must offer concrete services to the other agencies rather than a general statement that the library will help wherever it can. If the library is truly meeting a need in the community, there is no need to talk in general terms about its function.

The third area affecting the effectiveness of the library is its popular image. Unfortunately, to many persons the library is associated first with children and then with fines. If the library ever intends to meet the needs of persons not attending school, changes are mandatory. The library building is not sacred. Deposit collections and home visits are both ways to increase the visibility of the library in the community. Library hours are not sacred either. Each branch should be free to set its schedule according to community dictates.

Examine why the library is associated with fines. If the programs are mediocre, the resources of the library unknown, and no conscious effort is made to sell the library, what is left? Perhaps also, fines are associated with the library because they interfere with some users access to the library. When mothers will not allow their children to use the library because they cannot afford to pay fines, the system must be modified to suit the needs of the community. Another system of payment for the offense should be worked out, if punishment is deemed necessary. At the very least, the librarian should be very sensitive to the issue of fines and act accordingly.

Libraries can become effective community agencies. None of the above problems are insurmountable. However, not all librarians are trained to work effectively outside of the walls of the library. To some, this concept of urban librarianship is social work and far removed from the role of the library. Fortunately, some schools of library science are training urban librarians who will work in the community. One such school is Case Western Reserve University which sponsored an Urban Library Services Institute.

The Training of The Urban Librarian

The training of the urban librarian at Case Western Reserve University combines the public library curriculum with seminars geared toward the understanding of communities as well as special skills needed by librarians working with communities. In addition, there is an extensive fieldwork component of at least sixteen hours each week. For the first year the fieldwork was divided between a social agency and a branch library with the major portion of the time (twelve hours) spent working with the social agency.

Reflecting upon my training, I realize that the students and faculty have never had a formal discussion of what an urban librarian is. The transition from the neophyte librarians of last year to the urban librarians of this year must therefore be a direct result of the seminar and fieldwork experiences. In the beginning, this lack of a formal role definition was disconcerting. We knew that we were to provide innovative library service but explaining how that is done to those outside of our program was difficult. But, a mere year later we know what urban libraries need and feel prepared to meet the need. The following is a brief examination of the training which was the catalyst for this change.

To sensitize the students to community needs and acquaint them with community structure, a seminar entitled "The Individual and the Community in Urban Poverty Areas" was conducted by a member of the faculty of the School of Applied Social Sciences. The content of the course included such topics as: community surveys, community organization, community agencies, the socialization of the individual, and the psychology of the group. Representatives from minority groups in the Cleveland area discussed the problems of survival in an urban area. The basic information provided in this course has since proved essential for functioning in an urban situation.

The relationship between the seminar and the social agencies was well-defined, but that between the seminar and the libraries was tenuous. Not only did the content of the seminar stress social agencies, but also the time division between the two field assignments favored the social agencies. It was unfortunate that due to the amount of material to be covered the other members of the interdisciplinary teaching team could not have made the course more relevant to library issues.

During this time, most of the students found their social agency placements more challenging than the library placements. The social agency supervisors assigned responsible assignments and treated us as they would a graduate student in social work. Some of the library supervisors were unsure of our proper role and tended to assign only clerical and limited professional tasks. It should be noted, however, that the students new to libraries did need to learn basic library skills and required extensive direction. The concept of individual placements rather than one fieldwork site should have prevented this problem of pairing each student with an appropriate assignment, but it did not.

The second semester seminar was devoted to proposal writing and program planning, both needed skills in these times of library budget cutbacks. The course was taught by a member of the faculty of the Department of Education. It is unfortunate that the course was offered only to the urban library class because the subject matter was appropriate for all librarians. If proposal writing and program planning, rather than cataloging, were required courses for public librarians, the librarians would be much better prepared to function in community situations.

Fortunately, the Urban Library Service Institute planners saw the wisdom of modifying some of the traditional library school requirements in favor of courses emphasizing community work. Cataloging, for example, was condensed to eight sessions. The time gained by such planning was devoted to special lectures and field trips. Of particular note was a mini-course taught by a member of the staff of the Urban Library Service Institute. The course dealt with literature for minority children, a subject often ignored in the traditional children's literature course but necessary for an urban librarian. Such courses should be the rule in library schools rather than the exception.

As the urban seminars brought up increasingly difficult questions of how to provide information services to a community, the fieldwork seemed less relevant. Through class discussions we became familiar with the walls all of the students were hitting when they attempted to be anything other than traditional librarians. We needed hands-on experience to try the possible approaches to community library service which we were all formulating. Above all, we needed the power to try whatever we felt was needed and the freedom to fail and accept responsibility for failure. At this point we asked the faculty if it would be possible for the group to be assigned to one branch library which we would run for one year. Both the faculty and Cleveland Public Library accepted our proposal. This decision to run a branch library marks the end of the passive learning of the first year. We had listened for long enough.

Cleveland Public Library was completely open to our plan. They provided a skeleton crew consisting of a branch librarian, a children's librarian, clerical staff, and pages. The branch librarian and children's librarian serve as resource persons as do the Urban Services faculty. The students are responsible for the controllable and uncontrollable work loads at the branch. Task forces have been established to develop programs for children, young adults, and adults. Other task forces suggest improvements in the physical environment, make administrative decisions, and provide effective public relations.

As expected, working inside of the branch is easier than working to increase the visibility of the library in the community. However, our list of community contacts has grown considerably throughout the year and social agencies no longer register surprise when the library calls. Help has come from unexpected sources including the local newspaper which heralded our arrival with an article accusing the regular staff of abandoning the library and accusing us of being test-tube experimentors.

Each task force is responsible for planning and evaluating programs. The short duration of our stay in the branch has hampered our desires to program solely on the basis of community suggestion. As our efforts become known in the community, suggestions on what should be done increased. A very successful series of programs for our Spanish community have been coordinated by an outreach worker from a local agency.

The experience of running a branch library within a larger system has acquainted us with the red tape to be dealt with when trying to meet the needs of a specific community. Although we have not always been successful in our quests, we now have a realistic picture of the role and problem of the urban librarian.

In conclusion, I can say only that the students participating in the Urban Library Service Institute are very congnizant of the problems facing urban libraries and are anxious to reverse the present ineffectiveness of the library in urban areas. The process of reaching this goal has not been easy or well defined. The process of becoming rarely is. One seeks until he realizes that he has become what he sought to become. The process of becoming an urban librarian is no different.

My Experiences

by Brenda Washington

My eleven month participation in the Inner City Library Institute of the School of Library Science at the University of Wisconsin - Milwaukee was truly one of the highlights of my educational and personal achievements. I was given the opportunity to meet many interesting people from various sections of the country who were also participants in the Institute. These participants and I were given a carefully planned and well constructed program by which to gain an MA Degree in Library and Information Science with emphasis on the urban setting.

The Institute was headed by well qualified and genuinely interested persons whose major objective was to adequately prepare us for the field we were entering. This genuine interest made me, as well as the other participants I'm sure, feel an even greater personal desire to succeed academically and make good use of the opportunity we were given.

The field work at the various libraries in the city was particularly helpful to me. Along with the information gained from books, class assignments and lectures, I also received valuable practical experience. I was given an actual library situation and permitted to observe the librarian, assist her when necessary and make personal contributions for the organization of special programs within the library for its users.

The need for professionally trained librarians is greater now than ever before and I sincerely hope other such programs as the Inner City Library Institute can be organized and made to function with the same rewarding results.

RECOMMENDATIONS

Summary And Group Recommendations

by Ted Samore

("If they want to stay away, you can't make them." — Yogi Berra)

Much has been said — and much will continue to be said — about library and information services to central city residents. In trying to summarize this Seminar the major difficulty one faces seems to be "cultural" (whatever that means). Two black psychiatrists, William Grier and Price Cobbs, have described the significance of race in the United States from their experience with black clients. Here are some of the things they say in describing what they call the "Black Norm":

> "We submit that it is necessary for a black man in America to develop a profound distrust of his fellow citizens and of the nation. He must cushion himself against cheating, slander, humiliation, and outright mistreatment by the official representatives of society. If he does not so protect himself, he will live a life of such pain and shock as to find life itself unbearable. For his own survival, then, he must develop a cultural paranoia in which every white man is a potential enemy unless proved otherwise and every social system is set against him unless he personally finds out differently.
>
> "Every black man in America has suffered such injury as to be realistically sad about the hurt done him. He must, however, live in spite of the hurt and so he learns to know his tormentor exceedingly well. He develops a sadness and intimacy with misery which has become a characteristic of black Americans. It is a cultural depression and a cultural masochism.
>
> "He can never quite respect laws which have no respect for him and laws designed to protect white men are viewed as white men's laws. To break another man's law may be inconvenient if one is caught and punished, but it can never have the moral consequences involved in breaking one's own law. The result may be described as a cultural antisocialism, but it is simply an accurate reading of one's environment — a gift black people have developed to a high degree, to keep alive.
>
> "These and related traits are simply adaptive devices developed in response to a peculiar environment. They are no more pathological than the compulsive manner in which a diver checks his equiment before a dive or a pilot his parachute."[1]

In addition to "Black Norms" there are "Amercan Indian Norms", "Mexican-American Norms", "WASP Norms", etc., etc. Somehow, throughout the welter of norms, the WASP ones have long predominated; a readjustment or reordering of norms seems long overdue.

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[1] Grier, W. H. and Cobbs, P.M. *Black rage.* New York, Basic Books, 1968, p. 177-178.

Of course, all norms have components in common, otherwise communication would be impossible. One component, common to all norms, is that of information — its generation, dissemination and use. Whatever "information" is, it is something that everyone seems to agree is necessary to the health and vitality of a group. For one thing, "information" seems to be an inseparable element in learning and learning is something every person needs to do in order to survive. What one *doesn't* know does kill or destroy, just as (unfortunately) what one *knows* can also kill and destroy.

In any event, the Seminar raised a host of questions about the role of information, the need for information by communities long bereft of it, the optimum information delivery system(s), the kind of formal/informal training required to facilitate answering community information needs and the real needs of the user for whom (presumably) one constructs an elaborate information transfer apparatus.

As expected, very few of the questions were resolved; nonetheless, the group did agree to a set of recommendations which are set forth below. These recommendations provide the best summarization of what went on at the Seminar.

Recommendations

Ethnic Minorities as Professional Librarians/Recruitment

1. That the few Native American (Indian) librarians should be invited to institutes and workshops concerning the urban poor, oppressed, minority groups, etc.
2. That these Native American librarians should be contacted and included in the planning of such appropriate institutes and workshops.
3. That library education programs preparing minority library professionals should have a professional commitment for aiding each student in securing employment in urban and other areas with large minority populations.
4. That institutes on service to the disadvantaged or urban poor should include Native Americans, Puerto Ricans, and Chicanos as well as Blacks who have been actively working in the field.
5. That those post-masters minority students involved in library study should be given a top priority in continued funding. This conference should go on record urging the American Library Asociation and U.S. Office of Education, Bureau of Libraries and Learning Resources to continue supporting the Committee on Institutional Cooperation and other similar library education programs for minorities.
6. That efforts should be made to identify qualities of successful practitioners in the field and use these qualities instead of or in addition to undergraduate grades and test scores in selecting students for admission to library programs.

Library Education

1. That the ALA Office of Service to the Disadvantaged should make recommendations regarding *basic* library training from the experience gained in these specialized educational programs.
2. That the Committee on Accrediation of ALA should be challenged by all library schools (especially those that are unaccredited) to look at the specializations developed at those schools which have changed their curricula based on the successes of their experimental programs.
3. That the Library Education Division of ALA should receive recommendations from this group for a "guideline" printout.
4. That a committee of faculty and students from this group should get together and work up probable course listings for various *specializations* in Library Services, e.g., "Services to the poor", "Services to Blacks" etc.
5. That library schools should offer courses which are designed to train librarians in answering the needs of the urban poor. Examples: course in Political Survival, Street Programming, Interpersonal Relations, Fundamental Techniques of Communication, etc.
6. That the curriculum at library schools should be modified to include psychology, sociology and other courses aimed at training librarians to work with *people*.
7. That library school students should get better counseling and guidance upon entry to school so that they may plan their curriculum and/or courses in the area of their special interest.
8. That library school personnel should be encouraged to organize continuing education programs concerning community outreach concepts and incorporate principles therefrom in

required course offerings for all levels of masters degree students.

9. That more library school professors should spend time in practical situations so that their students will be familiar with the real world as well as the theoretical world.
10. That students should be exposed to practitioners in the various fields of Special, Government, School, Academic and Public Libraries.
11. That library schools should include field training with special programs as part of the required curriculum for the master's program
12. That field work should be encouraged or required for all library science majors (both undergraduate and graduate). Or, that serious consideration to the re-institution of field work should be given by the library schools in order to offer basic survival training for librarians via joint programs with public libraries.

Library Service

1. That the extension of public library services into information and referral services should be stressed.
2. That this is a needed and natural extension of library service at this time. It is demanded by the public and needed to give visibility to the library among all members of the community.[2]

RECOMMENDATIONS:

American Indian Viewpoints [3]

1. That alternative training programs for Indian librarianship/information delivery must be created. The MLS plus a four-year undergraduate degree is no longer necessary, and in some cases detrimental.
2. That educational systems operate under the philosophy of "Bring the Indian to the education." Now we're saying "Bring the education to the Indian," in respect to training programs.
3. That libraries and library training institutions glibly mouth the need to seek grass roots participation. Indians are a bypassed population in respect to library service, and it would behoove the profession to reassess its responsibilities and obligations to Indian people as one component of its diverse constituency.

Suggested Librarianship Training Concepts for American Indians on Reservations and Urban Concentrations

1. Selected people from the Indian community
    - A. Students between the ages of 25 and 50 are the best educational risk.
    - B. People are going to remain as permanent residents of that community. Indians are needed to relate to other Indians.
    - C. Selected people have commitment to their community; transient, non-Indian professionals can always move out — Indians must stay.
2. Place people in a salaried position in a library. Complete GED (General Educational Development) with support services if needed.
   Funds can come from diverse federal sources.
3. Personnel will begin regularly scheduled courses in library science for approved college credit.
4. Interaction with librarians/libraries for personal/professional growth.
5. Continue work toward AA degree and beyond.

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[2] Alternative public or private agencies — either less qualified or more restrictive in clients served — are waiting in the wings to move in if we don't.

[3] Submitted by Lee Antell, National Indian Education Association.

APPENDIX

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Seminar On Progress In Urban Librarianship
The University of Wisconsin–Milwaukee

February 21-22, 1974

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Progress In Urban Librarianship:
Seminar On Community information Needs and the Designing of Library Education Programs To Meet These Needs.

February 20-22, 1974

Rationale/Justification

In order to meet community information needs, we must know what kinds of information the community needs; this knowledge will determine what skills and techniques should be taught to librarians who will serve the community.

Goals

To provide information on:

1. Techniques to determine information needs of urban communities.
2. Programs for training librarians for urban library service.
3. Developing model training programs.

Behavioral Objectives

1. Participants will become familiar with techniques for determining the informational, cultural, and educational needs of urban area residents.
2. Participants will receive information on past and current programs for training librarians (with minority backgrounds) for urban library service.
3. Participants will examine the significance of interpersonal and intercultural communication in providing information and how it relates to library training and library service.
4. Participants will have the opportunity to help design a model graduate level program for training librarians to serve the urban community.

Schedule

WEDNESDAY, FEBRUARY 20, 1974
Attitude Adjustment Time

THURSDAY, February 21, 1974; Wisconsin Room, Union
Welcome: Dean *Frederick Olson*
Introduction: *Tom Bell*

Interpersonal/Intercultural Communication
Douglas Zweizig, Daniel Duran

Determining Community Information Needs
George Livingston, Major Owens
Reaction Panel: *Edward Taylor, Kemi Attendare, Mary Suttle*
Discussion: *Ted Samore, Chairman*
Lunch, Wisconsin Room

Community/Urban Library Service Programs (Outreach)
Binnie Tate
Discussion
Special Interest Groups

1. **Interpersonal/Intercultural Communication** (*Daniel Duran, Douglas Zweizig:* discussion leaders)

2. **Determination of Community Information Needs** (*George Livingston, Major Owens:* discussion leaders)

3. **Community Urban Library Service Programs**
   (*Binnie Tate:* discussion leader)
   Participants will switch interest groups

Seminar staff review
(*Bené Durant,* Chairman)
Attendees welcome

FRIDAY, February 22, 1974, Wisconsin Room, Union

Selection and Recruitment of Students
Marilyn Salazar

Panels on Urban Library Training Programs
Laurence Sherrill, Chairman

I. Directors
   Patrick Sanchez, Lotsee Smith, Miriam Braverman, Alvin Goldwyn, Miles Martin
II. Evaluators/Field Supervisors
   Olivia Frost, Roger Mae Johnson, Mary Suttle
III. Directors of Outreach Programs
   Lee Antell, Charles Townley
IV. Alumni Students

Lunch, Wisconsin Room
Michael Brophy, Speaker
"Advocate Education Program"

A Proposed Model Urban Library Education Program
Laurence Sherrill

Working Groups

1. **Model Community Urban Library Education Program**
   (*Laurence Sherrill, Lotsee Smith*)
2. **Model Fieldwork Component**
   (*Roger Mae Johnson*)
3. **Model Coursework Component**
   (*Miriam Braverman, Alvin Goldwyn*)

Reports from Working Groups
Ted Samore, Chairman

Group Summary and Review
Dorothy Anderson

Goals For Indian Library and Information Service

A Joint Policy statement of:
National Indian Education Association
and American Library Association

In order to meet informational needs of American Indians and to purvey and promote the rich cultural heritage of American Indians, the following goals are presented as guidelines for programs of library and information service serving American Indians.

1. **Goal**—All library and information service must show sensitivity to cultural and social components existent in individual Indian communities.

   All forms of library service will require the application of bi-lingual and bi-cultural principles to insure success.
2. **Goal**—Indian representation, through appointment to local boards and creation of local advisory committees concerning service to and about American Indians, is essential for healthy, viable programs.

   Goals should have input from those persons it attempts to serve; thus insuring programs and materials which will truly meet informational and other needs.
3. **Goal**—Materials which meet informational and educational needs and which present a bi-cultural view of history and culture, must be provided in appropriate formats, quality, and quantity to meet current and future needs.

   The library should produce its own materials, if they are not available, in a language or format used by most of the community.
4. **Goal**—Library programs, outreach, and delivery systems must be created which will insure rapid access to information in a manner compatible with the community's cultural milieu.

   Library programs in Indian communities must take into account that local community's cultural life style.
5. **Goal**—American Indian personnel trained for positions of responsibility are essential to the success of any program.

   Recruitment and training programs must be devised and implemented.
6. **Goal**—Continuing funding sources for library and information service must be developed.

   Library service, as a function of education, is a treaty right of American Indians.

An Evaluation of The UWM School of Library and Information Science Inner City Institute Program: Summary Report

by David M. Logsdon

Introduction

The School of Library and information Science contracted with the University of Wisconsin Extension, The Center for Community Leadership Development, to engage in evaluative research of the Inner City Library Service Program. The research design that the Program's Corporate Directorship accepted was of a highly exploratory, subjective nature relative to the meaning of the Program's stated goals as well as goal attainment. The results are based on self reports gathered by questionnaires and face-to-face interviews. Seventy-one percent (71%) of the students were interviewed and two-thirds (⅔) of the staff members returned questionnaires. Staff and students were asked to comment on their perceptions of goal definitions, goal attainment, problems associated with the program, and areas of improvement.

Goals

I. To provide entry into the library profession for students from educationally and financially deprived backgrounds.
II. To equip the students with the skills and techniques commensurate to meet the informational, cultural, and educational needs of inner city residents.
III. To develop programs to serve the informational, cultural and educational needs of the residents of the Milwaukee inner city communities.
IV. To devise the educational methods needed to prepare for the professional library specialization in inner city services.

Complete Report

GOAL I: To provide entry into the library profession for students from educationally and financially deprived backgrounds.

1. *How many students have been provided entry into the Library profession?*

As of October 1, according to Institute records, five of the fourteen students had secured library related employment: one with a public school library and four with metropolitan public libraries. Two have secured non-library related employment: one as a college English teacher and another as a HEP counselor. Of the remaining seven students, two are not looking for work, three are reportedly pursuing further graduate work, and two, who are graduating in December, are looking for employment. Consequently, 56 percent (5/9) of the students actively in the job market have found employment in the library profession. Although they received some help from Institute staff, three of the students reported that "I had

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to do most all the looking on my own." "There has been very little help from the staff in aiding me to find employment." The search was further complicated by the fact that jobs were scarce and the Library School is not an accredited one.

2. *To what degree do the students feel that the program has adequately equipped them to enter the library profession?*

The great majority of students, 70 percent, feel that the program has adequately to very adequately equipped them, and these high ratings were due to their appreciation of the field placement. They commented that, "without it, (field placement), I wouldn't feel as competent as I do." "It was very realistic. I could just about get a job in any library due to the field experience." "It was terrific, great in helping me to adjust to the library field and giving me a feeling of what it takes to work in a library."

Thirty percent claimed that the program did not adequately equip them. They commented, "the program does not seem to have any particular thrust. In fact, I really wonder where the program was intended to go and where it has gone and where it will end in terms of the preparation of librarians."

3. Incomplete returns from the *staff* indicate that this may be a "completely relative matter." "Possibly five of the twelve potential graduates are very adequately trained (42 percent), another five are so-so (42 perecent), and two are defnitely not adequate (16 percent)." Consequently, the staff feels that there are two fewer students who are adequately equipped than the students would assess. One administrator commented: "The educational opportunity existed for a fine education. Some took advantage, others compromised the possibilities, at least two rejected the process. Individual personalities and motivations were important here."

4. *What has the program done for the students to gain entry?*

Five of the ten interviewed participants spoke positively. They mentioned the provision of newspapers, library papers, employment notices on the Institute bulletin board, staff counseling, and learning from the other students who were job hunting. They also feel that they have been provided with the skills, resource people and materials to go about seeking information relative to their needs. One student was sent to the American Library Association convention in Las Vegas where she was interviewed and gathered more job information. The remaining five feel that the program "has not been too instrumental" in providing entry, although they feel that the field work has aided to sharpen skills.

> "It hasn't been that effective. There have been some leads in terms of providing a list of places where we could write. The list was outdated and in some cases they were recruiting Spanish, not Blacks."

> "Very little has been done. There is not that much job information in the program. People say they have job information, but it never gets back to you."

> "As far as putting job prospects before you, actually nothing was done. You have the regular bulletin boards available to everyone, but no special provision has been made as to vacancies and areas of employment."

> "People who attended the convention did get some interviews but people who were not able to attend—most of us—are just not able to afford to run all over the country for those job interviews. I think the School should do more about giving people leads and perhaps recommending people and sending them on interviews."

5. *What further changes could be incorporated into the program to better provide entry?*

All responding students felt that more should be done to more vigorously link the students' training and job needs with employment possibilities. The specific recommendations could be summarized into four categories:

a. More job counseling and orientation on the skills in demand and job openings by means of a special staff person or a placement office. This was the most frequently cited suggestion.

b. More extensive publicity on the program and the students' availability.

c. Recruiting, to the UWM campus, representatives of prospective employers to interview students.

d. Subsidizing student trips for job interviews.

> "A better orientation for students in terms of job preparation in those skills that are marketable in the library and information fields, and then counsel the students in the areas needed by the profession and of interest to the students."

> "The staff could publicize the program more so that people who need our type experience know where to find us."
>
> "Some of the staff should know more people in the job market so you could write directly and be assured a job."
>
> "More people to interview us or people to come down and tell us what types of people they are looking for."
>
> "If they would be willing to send people around to these personal interviews, this could really help, because we just don't have the money."

Relative to the first goal, to provide entry into the library profession, approximately 56 percent of the students actively in the job market have located library related employment. The great majority of students, 70 percent, feel that the program has adequately to very adequately equipped them to enter the profession. However, it appears that most of this preparation was due to the students' having taken advantage of the field placement experience and to a limited degree the employment counseling and aid of the Institute. All students felt that more should be done to link the students' job needs to employment possibilities.

Responding staff members report that the program offered direct employment assistance, as well as field work and academic training.

> "Employment counseling, placement services, the opportunity for two representatives to attend the ALA convention, letters to urban libraries, utilization of personal contacts, and visits by prospective employers."
>
> "They have had the opportunity to receive basic library skills, gain unusual insights and perspectives through their field work situations and were given freedom for academic study in other areas that could contribute to professional distinction."

Relative to suggested changes that could better provide entry, staff mentioned "more advanced planning of course content, more field supervision, a larger, more diverse staff, accreditation of the Library School, closer involvement of the school with on-going urban library programs, and better screening and counselling prior to enrollment in the school."

While the students suggested that the program should offer more direct employment counseling and placement services, the staff referred to more indirect changes that focused on the students' training.

GOAL II: To equip the students with the skills and techniques commensurate to meet the informational, cultural, and educational needs of inner city residents.

1. *In the students' opinions, what are the informational, cultural, and educational needs of inner city residents?*

Most of the students (60 percent), felt that the needs focused on survival or practical information and education relative to jobs, housing, and available resources. Residents should be aware of how the library can aid to meet these needs. Librarians should be able to relate directly to residents in dealing with their needs. Comments:

> "Survival needs such as information on jobs, something about health and welfare. The library should have a place in it that would deal with these needs."
>
> "Information on dealing with resource and referral agencies that provide emergency food or clothing."
>
> "They mostly need education information centered around their daily lives, like where to find a job, where to go for free services, what to do in situations where they have legal, school or truancy problems. They need black culture books that relate to them."
>
> "People need to be aware of how valuable a library can be. The library can help everyone, from the housewife who needs recipes to the man who wants to build something."
>
> "Inner city residents need someone to whom they can relate, an urban person who knows what the residents need."

One student brought out a significant point about the importance of actually surveying the needs. "I will not answer that due to the fact that that's whats wrong with librarians now. They are trying to say what the informational and cultural needs of the inner city residents are. The residents themselves will have to answer that question."

2. The staff also feels that the needs relate to the particular inner city experience. "It depends on the agency. For example, in a Model Cities Library, it would be the provision of story telling and special programs to promote library use. At another center it would be the provision of ethnic literature to elevate black consciousness in the readers."

3. *According to staff and students, what are the skills and techniques Library Science students required to meet these needs?*

Eight of the ten students stressed the importance of a genuine concern for people, the ability to identify with and relate to inner city residents in order to discover their felt needs and satisfy them. The remaining two students reported skills relating to a social science or behavioral science background, understanding the city, reading skills, and knowing how to work with children.

> "Library Science students need the skill of knowing how to relate to these people, how to go into these communities, talk to the people and find out what their needs are. One of the instructors has helped me to get out and talk to the people, using some of the resources I have." "The basic technique in working with inner city residents is for anyone to find out what the residents themselves feel they need and not to come with a package plan."
>
> "There must be a genuine concern for working with people. So a librarian must show this interest, he must be a social worker, a public servant. Traditionally a librarian was a keeper of books, and now we see that dust collects on the books."
>
> "The students need to know the actions of the whole community, their feelings and emotions, how to work with them and supply them with what they need at the right time as far as books are concerned, and information leaflets on various subjects that confront them like sex, drug abuse. These skills come from within, from your own knowledge of them combined with the expertise learned from Library School."
>
> "Librarians who work in the inner city need to know how the city functions. They need skills they gained from the field work. They need to know certain things from the book about what you can introduce to children."

Responding staff members also reported "the ability to deal with people, understanding the way the people communicate, and the ability to interpret needs and to translate the needs into materials." They added "understanding the ways inner city communities organize themselves and understanding the power structures."

4. *To what degree do staff and students feel the program has equipped them with the skills and techniques required to meet the informational, cultural, and educational needs of inner city residents?*

Sixty percent of the students rated their training high, 20 percent mediocre, and 20 percent low. The majority reported "I feel very confident. I think that if I had the time I could set up a similar type program;" "I think I'm pretty well equipped. I feel I've gained quite a bit:" "It has helped me to know what tools are needed to help people get information;" "The most instrumental aspect of this Institute has been the experience gained, not necessarily the education in the curriculum, not those specialized courses we did take in the first semester, nor those that the Institute staff taught. In other words, we had a professor who had about eight years of community life experience, and this is what she brought to the program — an on-the-street kind of education that was more realistic."

However, a substantial minority of students, 40 percent, felt that the program reflected a traditional approach and therefore was structurally limited in the degree to which it could meet inner city needs.

> "In coming into the program I had the impression we would have a supposedly non-traditional program that was geared to the needs of inner city residents, and it was not. The important part of our program was supposed to have been the field placement, which was the weakest part of the program, and I feel it was the weakest by design of the people who were responsible for the inception and administration of the program."
>
> "I have a B.S. in social work, so the field placement wasn't anything new to me."
>
> "As far as the Library School actually equipping me with any of these skills, they offer the traditional classes. Outside of the field placement, I haven't had any techniques or anything

applied to me for working with the inner city residents. The fact that I am an inner city resident has helped me more than anything else."

There is very little data from staff to compare with the students' ratings and opinions. To the contrary of the students' ratings, one administrator felt that only a "few were very adequately equipped, most so-so or not at all. The degree of openness to educational techniques depends on personal traits such as emotional stability, motivation to accomplish the job, true interest in other people, and the ability to adjust to highly diverse social and cultural situations." Another staff person commented, "In the beginning students did not work with much consistency in their field placement, and there was a lack of agency supervision. In the second year, students were more closely supervised, and had one instructor that worked with students in defining needs. Some students just never really involved themselves in any facet of the program."

It appears that on the one hand, most of the students feel adequately equipped to meet inner city informational and educational needs principally due to the field work experience, while a substantial minority does not feel equipped because in their opinion the program offered nothing innovative. On the other hand, the few responding staff members report that most of the students are so-so to not adequately equipped due to the students' limitations and lack of adequate supervision. Since the standards for judgement in this research are of a purely subjective nature, it is not possible to resolve these issues. As a matter of fact, both the program and research are so exploratory that we are hoping to possibly better define program goals, procedures, and the students' role. The place to start this definition is to maintain a focus on three basic questions:

1. What are the informational and educational needs of inner city residents?
2. What are the skills inner city librarians require to meet these needs?
3. What program inputs are needed to develop these skills?

With these questions in mind, we shall proceed to examine the data.

5. *In the eyes of students and staff, what skills and techniques has the program developed in the students to meet the informational and cultural needs of inner city residents?*

Seven participants indicated having learned skills and techniques from different aspects of the program. One student remarked, "Anything I learned was on my own outside the program;" and two students reported no skills from the field work or courses.

The students who felt they definitely learned something cited eight different skills in a random fashion with no skills being cited by more than three participants.

a. Three students reported: "How to locate resource people and materials;" "where to find information, how to recognize problems and solutions;" "awareness of research ability."

b. Three students reported Story Telling.

c. Two students: "How to hold kids' attention, planning children's activities;" "how to develop media programs and use audio visuals economically for the benefit of young people."

d. Two students: "to start an urban library from scratch."

e. One student each: "what a library is supposed to be, what it is not, and what is best suited for the library where you work;" "to relate to non-Black minorities and professional people;" "creativity;" "reference and cataloguing."

According to these reports skills were acquired mainly through field work experience and a special Institute course on Story Telling. One mention was made of a traditional Library School course — Cataloguing and Reference.

Staff had very little to say on this point. One administrator mentioned "insight into the nature of inner city needs." Another reported, "some skills and techniques needed for regular library work. I don't think these students are going to bring any real specialized skills."

Seven students cited the field work experience as the most effective, two the Story Telling course and one each the following: "classroom sessions (special Institute courses) and the field work," "getting to know how to deal with people," and "the Fall semester 72's Friday morning field work sessions."

Two students commented that hey didn't "know of anything" to *add* to the program and the remaining eight reported such a variety of aspects that they are listed individually:

"More time for the student to get to know the field placement school, clientele and community."

"More information about the city, its residents, and children."

"More resource people to give the students first hand experience in coping with inner city problems."

"More student trips to other universities and their programs."

"An undergraduate exposure to weed out those students not having the necessary ingredients, i.e., a desire to work with people, the ability to tolerate the library, and a library background."

"Courses should be strictly optional; add some behavioral science courses."

"Use only community libraries for field placements."

"Program Administrators should understand the needs of inner city residents and should commit funds to provide information in the inner city."

Concerning those aspects which should be deleted and were least effective, five students cited the "traditonal" or "academic" courses and one each the following five aspects: "the first semester's Thursday group sessions;" "the Director bringing his problems to the Institute;" "inadequate audio visual materials and field trips;" "remaining at the same field placements for so long;" and "the excessive length of the program."

"It was ironical that we were supposed to have a nontraditional kind of education and we found ourselves in a traditional bag. Rather than being concerned with the usage of vital information in the library, we were taught library and book maintenance."

"Least effective were the classroom courses, the actual academic courses which had no relevance generally for inner city application."

"The field placement was very good, but at most of the centers where people were placed in January, 1972 and August, 1973, they are still at those same placements, and it would be a good idea if each semester they had a chance to change around."

"Least effective was the two year, two summer program. For us to be here two years and two summers looks like we flunked out after a year and a half."

"For a student having had social work experience in the field, field work could have been optional, maybe. A person could take courses continuously and have just one semester of field work. One group could have spent time in the field, another in course work offering help to those in the field—innovative ideas coming from the courses."

As in previous responses, students are emphasizing their perceptions of the need for direct and efficient relevancy between the program and inner city needs, a relevancy in terms of student selection, course work, instructors, and field work training.

At this point we are returning to our goal defining questions.

1.) What are the informational and educational needs of inner city residents? — According to the data, the needs are for survival or practical information and education about jobs, housing, food, clothing, services, how to locate and tap resources, and librarians to whom residents can relate.

2.) What are the skills librarians require to meet these needs? — Concern for people, the ability to relate to the people, to discover their needs; to develop projects to meet their needs; the ability to work with children; knowledge of the city, agencies, as well as knowing how to tap resources.

3.) What program inputs are needed to develop these skills? — A flexible and efficient combination of field work and specially designed course work aimed at enhancing communication and interpersonal skills, discovering residents' needs, developing educational projects, learning how to locate resources, and learning how to work with youth. Is any traditional library skills training needed? This is a difficult question to answer. According to the present status of the library world, the answer is "yes." Libraries represent a traditional bastion of institutionalized ways of conducting business. However, according to the thrust of this program, the intent is to interpret library services in a thoroughly innovative sense, i.e. fitting the particular needs of inner city residents. If the program's intent can be implemented without the students taking cataloguing and reference courses, then this appears to be the answer. On the other hand, if inner city librarians must be familiar with these procedures in order to guide residents to the practical information they need, then the procedures must be learned. But it doesn't have to be in a classroom. An arrangement could be made with the field work libraries, that in exchange for the projects the students will develop, the agency personnel will guide students through traditional library procedures.

GOAL III: To develop programs to serve the informational, cultural and educational needs of the residents of the Milwaukee inner city communities.

1. *The following chart describes the students' projects, their purposes, content, and media used.*

		Project Purpose/Name	Content and Media Used
# 1	a.	Teaching Library Skills	I made and ordered some materials, showed films, and played games.
	b.	Black Awareness—to develop among black students an awareness of themselves and among white students an awareness of Black Culture	
# 2	a.	Black History Project for children	An Africa Package — African speakers, dress, money, carvings, stories in dance, poetry by students. I brought books; we had discussions with children about Black culture; played games. Listened to records.
	b.	Poetry Project for Children	I collected poetry books by young inner city children; I made a packet with tapes and had children write poetry. We showed films and had arts and crafts.
# 3		Showed films and lead discussion groups to develop communication skills of 7th and 8th graders	In open dialogue students expressed feelings about films. Discussions were taped, slides were made, and all made audio visual kits. Took students on field trips. I reviewed films and distributed reviews throughout Center and Institute.
# 4	a.	Reading Program—to increase interest and skills of 8-13 year olds	I selected books for kids to read, write synopses of, and displayed these on posterboard at Center and in Library Science Newspaper.
	b.	Films on Black Awareness	Story telling, educational films and games. I developed a resource newsletter for teachers telling them where to secure information.
	c.	Library assistance to children—increasing children's ability to use library	
	d.	Distribution of materials to both faculty members and students.	
# 5	a.	Package Cultural Project—to increase understanding of Spanish American culture	Cultural pamphlets and books in Spanish, magazines, films, games, a bibliography of free materials; early childhood pamphlets for parents; story telling workshop.
	b.	Flannel Board Project—an introduction to the natural sciences	Films on geography, learning games, goldfish and books on fish; Nature's window.

# 6	a.	Coffeehouse Project—to learn of students' interests and concerns and to aid in solving community problems	Held impromptu talks; organized students and informed residents to deal with housing relocation; distributed pamphlets and information packages.
	b.	Fund raising	Helped with social functions
# 7	a.	Small library with books that Blacks could identify with	How-to-do-it books on sports, etc.; books that clientele wanted
	b.	Film festival to commemerate Malcolm X's birthday	Film on Malcolm X; distributed promotional leaflets on film showing to two libraries
	c.	Girls' Club to deal with girls' problems	Taught sewing, cosmetics, hair styling; read and discussed books.
	d.	Research Project into availability of free information and services	Calling agencies, writing and distributing report.
# 8	a.	Story Telling Workshop to increase communication skills	Films; children created their own slides.
	b.	Reading Project	Brought books and pamphlets
	c.	Poetry Project	Students wrote biblical poetry
# 9	a.	Black Awareness Project for youth	Films, readings, posters
	b.	Black Cultural Fair to make students aware of what library has to offer	
#10	a.	Developed a materials selection policy for Black and Chicano young people	
	b.	Materials Center for Black residents	
#11	a.	Library skills—teaching the student how to operate a library	
	b.	Films on Black Experience	
	c.	Collecting books and materials	
#12	a.	Bulletin Board Projects Maps, pictures	—Maps, pictures
	b.	Story Telling Black folk tales	—Black folk tales

Twenty-nine projects were developed by twelve of the fourteen students evaluated in the research; seven students had two projects, one developed one project, two had four projects, and two students developed three projects. In terms of goals and purposes, the most frequently cited were cultural awareness and history projects — six Black Culture and one Spanish American Culture. Five projects focussed on increasing communications skills — reading, story telling, and writing poetry. Four projects were very closely related to libraries per se, i.e., setting up libraries and materials centers, and teaching library skills. Two projects consisted of showing and discussing films, two were oriented toward community and personal problem solving, one project focused on research into the availability of free services and information, one project aimed at developing a materials selection policy for Black and Chicano youth and one project was a collection of media, films, and games for children. Most of the projects were for children and young people, were located at inner city agencies and community schools, and consisted of a variety of activities, from showing films, playing games, arts and crafts, discussing poetry and books, teaching reading, poetry, sewing, on the one hand, to problem solving meetings and discussions.

2. *How beneficial has field placement been to the students, the field placement agency personnel, and clientele?*

a. In the eyes of 90 percent of the students, they experienced a high degree of benefit, giving a 4.4 rating from a 5 point scale. Their comments identify the benefits, as they perceived them:

> "It gave me first hand experience. I don't feel I would be as competent had it not been for the field placement."
>
> "I have gained some knowledge as to what the inner city likes, what turns them on, and what they want."
>
> "Very beneficial to me even though I've had field placement before."
>
> "Most beneficial to me personally because I'm working with people here on a special Black Awareness program."
>
> The great majority of students (80 percent) also indicated "very beneficial" ratings for agency personnel and clientele.
>
> "They told me many times that I brought into the Center some new things that brought the Center up to par."
>
> "They told me that I was very helpful and they didn't know what they would have done without my introducing them to the many good books and films. The agency itself has functioned better because they didn't have films but once a week, and children were restless."
>
> "Very beneficial as far as supplying information."
>
> "Very beneficial because these people were really looking for someone and they are more than willing to be receptive and we really work well together."

Concerning the benefits to clientele:

> "Very beneficial because the 6th and 8th grade students had no idea of what was going on relative to Black people. At the end, they were wearing Afros and braids and coming around the Center more."
>
> "I think I'm getting over to the young people the importance of their self awareness and using suggested readings that they would not necessarily go to the library and pick up. However, sometimes the children are not that interested and don't want to sit through something that is not real entertaining."

Two students did not feel that the placement was beneficial:

> "As to agency clientele, it probably wouldn't have made any difference if I hadn't been there at all. If I wasn't there and the kids weren't there, there wouldn't have been anybody making a mess or anybody needing to clean it up. At my Center I didn't do anything. I came in, sat at a desk and looked foolish."
>
> "I think we had a minimum effect on the particular agency most of the time we were experimenting because the program was innovative and new and so we didn't have a long term effect."

b. In the eyes of the field placement agency staff, the field work of the students was rated highly beneficial to both agency personnel and clientele which tends to validate the students' ratings. However, the work of three students was rated "so-so" to "not beneficial". In spite of these high ratings for the great majority of students, very little positive was mentioned by field supervisors in terms of benefits to personnel. Most of the comments related to the limited impact.

> "I think she worked out fine in that her personality did not clash with anyone and she was very sympathetic and understanding of what we were trying to do. She was trying to do the best she could with the equipment and supplies she was given."
>
> "I wouldn't say it was too beneficial for personnel in that she didn't deal too much with them. She dealt with the youth mainly."
>
> "She was never required to sit in on staff

meetings or anything like that. It was kind of limited."

"I found her extremely shy and almost without any initiative. I registered many complaints against her."

However, as one agency supervisor remarked, "If the children benefit, then the staff benefits." And most of the agency staff interviewed commented very positively about the students' work with their youth clientele in teaching them how to take better advantage of the library, increasing their awareness of themselves, and in benefitting from the books and materials the students left.

"That library training was a very valuable experience. She developed extensively the use of resource materials for Black History study."

"She helped develop Black Awareness, very, very much. Kids come in for the free lunch, without their shirts and wanting to eat with their hats on. Now we can tell them 'you're Black and you can be proud, but you have to measure to certain standards'."

"She previewed some darling movies that the children enjoyed very much and we have about 125 in our program. We found those a big help. Instead of just dropping movies off, she would write a little index card about the movie and explain to us what the movie was about, so if we wanted to have a discussion afterward, we would be prepared. She left very many materials . . . some bookmarks with a written summary of the book on the back."

"Very beneficial because the youth were able to get a different perspective on a lot of things that we had not had here before."

"He led them in the kinds of discussions they really needed to get into and to have a male's view on some of the things was good, since most of our teachers are female."

One staff person's comments were negative and two others wre qualified:

"She did bring some films that alluded to Black Awareness; however, maybe not enough and not enough follow-up on it afterwards."

"I think the project was a good one, as far as it went. The children didn't try to pass the books on to others. It sort of stopped there. The children just didn't pick it up and the impact was limited."

"She had no motivation. She told me she was afraid of students. She said she didn't know how to approach them."

3. *As a result of the students' placement, what changes, if any, occurred at the agencies relative to serving the informational, cultural, and educational needs of the inner city residents?*

. . *a.. In the eyes of five students, ongoing, significant changes were made: a Black Studies program, a small library on Black Culture, greater use of the library, and helping to locate media and services, the introduction of library assistants, a film program, a girls' club and a policy manual identifying sources of free or inexpensive materials.*

Two students indicated changes which they did not feel were very significant: "No grand and glorious things. I would like to think I gave them a positive image of the Black male and the experience of peacefully dealing with one another;" "No big changes but I introduced my agency to other services and agencies and thereby brought about rapport and awareness of others' work."

Three students indicated no changes: "the agency closed down;" "no on-going projects. We worked with immediate needs;" "I didn't do anything at my Center."

Comparing the students' opinions with those of the agency supervisors, there appear some differences. Relative to the work of four students, the comparisons match, validating the reported changes: Black Awareness, a small library, developing the girls' club and a film program and aiding to tap new services and resources. Two assessments of agency persons disagreed with the students and reported no changes. At another agency they were waiting for the student to complete his project.

In addition to the above comparative reports, data is available from four other agency sources assessing the work of students who were not available for interviews. This data reveals negative results relative to one placement and positive changes from the other three: increasing Black Awareness, a film program, and a library. Consequently it appears that seven of the eleven students for whoce data is available made significant changes in their field work.

4. *In the eyes of the students and staff, what aspects of the field work were most effective, least effective for the students themselves, agency personnel, and or agency clientele?*

The ten students interviewed all reported certain learnings — either about working with people or tapping resources, valuable relationships, and the creative aspects of the field work as most effective. Three students cited unrelated course work, the lack of pre-placement preparation, and excessive time demands as the least effective aspects.

> "Got an overview of some of the ideas and self identity of the students and a better understanding of the administration and operations of a community school."

> "Learning how to get information."

> "Working with the students, especially the ones who had some desire to learn. I did learn never to enforce my values on anyone else, if they were unwilling to listen."

> "My first experience with the children; the first time I had been able to work with small children."

> "The exposure itself was beneficial, having an on-the-job kind of situation. I made my placement beneficial for me, and that is one of the things I treasure most. I manipulated and did the things that I needed to know about the inner city in terms of helping people."

Least effective

> "The packaged programs given me in courses that had no relevance in practical application for residents and their information needs."

> "There was very little preparation for the type of field placement I was put into so everything had to be played by ear, trial and error—mostly error."

> "Time scares you; it scares you to go to the field placement when you have a lot of other things scheduled too. If I had had classes all morning, I was tired when I got to field placement. And sometimes I would have to rush to get to class and couldn't do my best."

Relative to *personnel*, the most effective aspects were the ideas and time the students contributed, and the actual projects which were developed. The least effective aspects were again the lack of pre-placement preparation and a student's incompleted project.

> "They got some ideas from me. They had not been in their placement very long and they didn't have the expertise I was supposed to have and we worked together very well and shared ideas."

> "They got some ideas of future plans."

> "The most effective aspect was when I could take over some time doing some clerical work and other things, which released the personnel to develop the summer program."

> "They had specific needs and I was able to fulfill these needs. They wanted a person who could design this Black Awareness thing and work with their young people."

Least Effective:

> "When I went into my field placement I didn't know what I was doing. I was just thrown into the situation and the first few weeks I got the least out of it and the personnel and clientele didn't get too much out of me. They couldn't figure out what I was doing there."

> "I didn't give a long enough list to the agency as to information of whom they can go to for free information as to what books and films are available for the children."

For *clientele*, the most effective aspects related to the benefits from the students' projects: "Students became more aware of themselves and the things going on around them." "They enjoyed and understood the films." Other than the lack of preparation for placement, the participants felt that some aspects of their projects met with limited success: "The girls' club was least effective because they couldn't always come to the meetings because of weather, accidents, or other obligations." "At some times when the movies are not entertaining they become a little restless, but we have had a pretty good working relationship with the youth."

Sketchy returns from staff indicate that the most effective areas were some field placements and the specialized courses, such as story telling. Least effective were some theoretical courses.

5. *In the students' and staff's opinions, what aspects of the field work should be expanded and/or deleted from the program?*

Students recommended greater flexibility in three different areas:

1.) in the allocation of hours, permitting more or less hours to complete projects, depending on what is needed. The student should work at the agency whenever he is needed.

2.) greater choice of courses, not just the required courses — with fewer hours for course work.

3.) more choice in the selection of the field placement agency and more information about the agency. Eliminate the confusion around placement, i.e., which agency and what the student is supposed to do. Two students recommended more training on models to entertain young people. "Kids want recreation. They don't want to learn." One student recommended that the "field placement should be deleted altogether because the proper legwork in setting up the program was not done and after bringing the weaknesses to the attention of the directors and persons in charge, they did not attempt to remedy the situation. If it is going to be handled in this manner, it should be deleted."

Staff recommended adding "more specialized workshops," "better recruitment procedure," and a "re-thinking of field work procedures."

6. *In the eyes of the students and agency personnel, how successful were their relationships with agency personnel and clientele?*

Successful relationships are considered essential aspects of the field work, according to the program proposal. "The structure of the program incorporates a high level of community involvement. It is only within the context of the efficiency of the services provided to the community by the participants and the successful relationships between the participants, the community workers and the clientele that the training program can be evaluated."

On the average, students indicated ratings of very successful relationships for both groups, with six students describing them as quite good, very smooth all around and four students citing problems. Relative to personnel:

> "It wasn't completely successful. Was a trial and error thing."

> "When I first got there it was not exactly successful. When I left it was good."

> "The biggest problem in the whole field work was the lack of a sense of direction from the University administration and a lack of communication with the agency personnel in terms of what their needs were. By lack of direction I mean that there was no structured program in terms of what I was expected to do when I went to the agency, no type of orientation. It doesn't seem that anyone even tried to bridge the gap between what the University wanted to be done, what I needed, what the agency needed, and what the community needed. It was just left hanging."

Relative to agency clientele:

> "There were days when everything went right and other days when nothing went right and I was ready to toss in the sponge. There were days when the clientele would just try you and they would get to me."

> "It was so-so. They are only pre-schoolers, and I didn't show up every day. I got along very well after I got to know them."

> "I didn't think the clientele was very responsive to me or related to me in a very effective way. I'm not of their culture, plus I'm not a teacher. It is kind of hard to figure out what you are going to do as a teacher in Head Start."

> "With the students I would rate a little better than so-so because some of the little boys that came only wanted to destroy things and I just put them out."

7. *In their attempts to develop positive relationships with clientele and personnel, what difficulties arose in the eyes of the students?*

Four students amplified on some problems they encountered with personnel: intense rejection for not being Chicano, lack of trust between the agency and University administration, and two cases of possibly less personal significance to the students: perceived lack of parental concern for the youth and the community school, and the agency's crisis of direction. Relative to the clientele, two students experienced difficulties in dealing with the children's learning situation. One student reported smooth rapport with personnel and clientele, but colleagues at the Institute refused to cooperate.

Personnel:

> "I was rejected for not being a Spanish speaking person, and I had a lot of trouble with the agency and the Chicanos in general in Milwaukee. It became a real burden, a sort of frightening experience . . . you are standing out there by yourself. What was thought was that I was taking things from the people and not giving, and this is what was told to me. The agency people said that they knew what was going on and if anyone came to them and asked what I had to offer, they would say I had a lot to offer and they would back me."

> "The biggest problem seemed to have been a lack of trust in terms of the community agency and the University personnel or administration. Agency people did not understand and the University did not try to explain what the point of the participants being in the field placement was supposed to be. In fact, I think it was set up to fail."

> "I didn't think that the parents who were helping me had a motherly concern for the students and the betterment of the school."

> "No one at the agency knew where they were going due to threatened loss of funds and no director. There were no difficulties in my relationships with the personnel, only the same difficulty the personnel themselves were experiencing."

Clientele:

> "When I first got there I had never worked with younger kids. I didn't know what to say to them. They seemed to be just bubbling with energy and I just didn't know how to deal with them."

> "The basic problems were disciplinary. It is hard for us to understand that kids have a short attention span. Some fifteen minute films I would get, by the time they would be half over, everybody was interested in something else. At first I was trying educational materials but later changed to cartoons, something that was funny and films dealing with Black experience."

Colleagues:

> "There were times when I wanted my colleagues to help me with something and they were apathetic. They wanted me to help them, but when I needed help, well, forget it. I never did feel totally involved with my colleagues. There were a lot of materials that I needed and never got. You had to go through so much red tape that a lot of times you just never got it."

To overcome these difficulties, two students recommended keeping "the situation on a one-to-one basis" relative to personnel and discipline problems with the youth. "You have to work with the individual person; take him aside and talk to him." Four students felt that some mechanism should be introduced into the program to provide pre-placement orientation and on-going coordination about the agency target population, the work to be done, and ways of dealing with problems. There should be meetings, interviews, and in general more communication between participants, agency personnel, clientele, and Library Institute staff to develop more empathetic, skillful planning of the field work experience.

> "If someone is going to be placed outside their culture group, then they ought to be given information about that culture, and they should have meetings with the personnel."

> "An initial interview with the agency you are considering would be most instrumental in ironing out some of the problems thereby not allowing personality clashes to interfere with getting anything positive done."

> "In preparing a weekly schedule of what is going to be done, don't forget to let the students (clientele) have a part and everybody work together."

> "Get people into the administration of the program, i.e., Director, teachers, supervisors, who understand human nature better and are able to deal with relationships."

One student felt that the agency needed "a more flexible type scheduling within the school so that the parents could come at any time to see what was going on."

Relative to the difficulties with uncooperative colleagues, "at times I just felt there is no hope.

I'm not going to let that hold me back. I'll just leave it like it is."

Agency supervisors also indicated that the great majority of students maintained "very successful" relationships with agency personnel and clientele, with only one report of difficulties.

> "Very successful in that the personnel seems to really dig her."
>
> "She won all the staff over. She got along really well with everybody."
>
> "Very successful with personnel, because we never had any personality clashes and we worked together just as a family and she wasn't afraid to work."
>
> "She got along fantastically with everyone. Everyone was very impressed. They thought she was a dynamic personality and helpful."
>
> "She was shy. Teachers would come up to her and say "Hi", and she wouldn't respond."
>
> "The clientele were very receptive to her."
>
> "I think she handled the children quite well."
>
> "They just related well to each other."
>
> "She had little rapport with the students."

Agency staff persons offered the following recommendations to make relationships even smoother and generally to improve the effectiveness of the field placement:

1. Clearer goals and expectations regarding the students' work. More coordination between the students, the University, and the agency.

2. The Institute and the students should be more familiar with the agency, its mission and programs. There should be more supervision of students by the Institute.

3. Students should be able to put in more time and finish the projects they initiate.

4. Students should associate more with the entire faculty and be able to work on their own, i.e., self directed.

5. Students should not limit their efforts to projects only but could be of greater service if they aided with more of the routine tasks of the agency.

6. The Institute should clearly designate which students are officially placed with which agencies so that the agency can develop the greatest use of their services.

Field placement emerges as the most effective aspect of the program, resulting in some highly beneficial learnings for the students themselves — learnings about themselves, inner city residents, skills in securing information, dealing with young people, and developing innovative informational projects. Agency personnel and clientele also benefited from the innovative ideas the students introduced and projects developed — all of which could have been greately enhanced with more preplacement orientation and clearer definition of students, and agency staff, and Institute responsibilities.

GOAL IV: To devise the educational methods needed to prepare for the professional library specialization of inner city services.

1. *Looking at the entire School of Library and Information Science program, to what degree do students and staff feel it represents a satisfactory model or format for the preparation of low income Black students for library service in the inner city?*

Students indicated an average rating of a little better than "so-so" — 3.7 on a 5 point satisfaction scale. (1 = not satisfactory, 3 = so - so, and 5 = very satisfactory.. Five students indicated high ratings of satisfaction, 3 "so-so", and one "not satisfactory".

On the positive side, students cited most frequently the field work as the source of the program's strengths.

> "You really get a chance to see realistically what a librarian should be, compared with the regular library science program. You had plenty of time for research and they did teach you how to locate resources."
>
> "The program helps Black people because it gives them more urban experience. It teaches you how to relate to nonblacks, the professional world, and how to respond to people when you go to look for a job. I feel that the program has given me enough experience to prepare me to go into an urban setting and start a library from scratch. We have learned to start media type programs, use audio visuals, and design workshops without incurring economic expenses."

The fact that the program financially enabled students to secure a graduate degree was cited by three students as the greatest strength. Two students each praised the teachers whom they felt were involved and dedicated and the specially designed courses for participants.

> "It has just been fantastic, the whole thing. Had it not been for the program I would definitely not be in graduate school right now."

> "The strongest thing about the program is that it enabled some students to work toward an advanced degree by providing financial help." "I think the program has teachers who are really involved and dedicated to making students more aware of what is going on in the library."

> "If we were to say that the program had strengths, it would rest with the few structured courses that were designed specifically for the participants."

One participant felt that the "strongest points have a lot to do with the students themselves, what they try to make out of the program with their initiative. We dealt a lot with making the program as effective as we could."

Relative to students' perceptions of weaknesses in the program, the most frequently cited ones centered on (1) the perception that *the program had not followed through with the original intent.* "The program was typical library procedures." . . . "supposedly ours was an inner city specialty but we were required to meet traditional degree requirements:" (2) *weaknesses surrounding the staff:* "a block and hindrance to our acceptance in the community was having a person from the majority race as Director of a minority institute. It was a stumbling block to the things we could have done;" "The Director has not gotten out to the students;" "The staff has not effectively dealt with the agency people to explain the program and the work we are supposed to be doing:" (3) *lack of cooperation and togetherness among participants:* "more overall togetherness with the Institute participants;" "At the beginning of the program we had weekly sessions on sensitivity and I liked it. I feel that the Director would have liked to have seen it continued because it was stressed that here we are a group of people who are going to work together for two years, we have to get everything out on the table in order to know what to expect from ourselves and others."

Other liabilities that were cited individually were: "Inadequate pre-counseling about inner city interests before we begin, because not all of us are from the inner city." "Problems came up at the start that should have been ironed out, like the Institute participants taking courses among ourselves with the same instructors for quite some time, instead of being incorporated into the Library School with different instructors." "I'm wondering if low income Blacks are able to fit into the traditional library simply because they have gone through this program. The Institute has to understand that the libraries are still traditional. I'm not sure this program has done all that much if you are a minority person." "Too much red tape to get materials and no dependable means of transportation to get materials to your Center."

The above problem statements themselves imply solutions, such as accomodating program procedures with original goals, more communication and cooperation among participants and between staff and agency personnel, more pre-program counseling or community needs and interests, and more relevant courses that fit the unconventional nature of the program. Other recommendations were offered by the students: "more programs of this nature," "I'm very sorry that the program will not be continued for others to have the same opportunity I am having. For me it is certainly one of the most fascinating events of my life;" "As Director, I would recommend a person who has inner city experience and not a middle class person;" "The problems would have been eliminated somewhat if there would have been a Black Director;" "If another program like this begins, there should be research like this to allow input from the students as to what they think the program should be and what they would like to do in the beginning;" "Better communication and more exposure to other cities' information centers; going to other cities where they have community libraries."

The few staff members who responded noted the program as an unsatisfactory model. "Story telling and Media skills courses" were cited as the positive aspects of the program. However, "most of the courses are tradition-bound and oriented to the needs of the middle class white students to serve the middle class white client. It was hoped that the Institute would effect innovations in the regular School of Library and Information Science curriculum and attitudes. I fear the actual effect was minimal for a number of reasons."

Staff felt that they definitely benefited from the program. They learned "insights into the nature of library education, of social and cultural relationships, about the nature of community and communications that I would have achieved in no other way. I believe I am much better educated in inner city library service education than I was two years ago. I can properly plan and perhaps fully execute an educational program in the future and do a much better job." "I have learned to better deal with frustrations." "I have learned a great deal about myself, my abilities and limitations, and a great deal about the need of inner city residents and the role that libraries can play in meeting them.

Report Summary

Relative to the first goal, i.e., providing entry into the library profession for students from educationally and financially deprived backgrounds, approximately 56 percent of the students actively in the job market have located library related employment. The great majority of students, 70 percent, feel that the program has adequately to very adequately equipped them to enter the profession. However, the staff assesses that about 50 percent of the students are adequately trained. Most of the students feel that more should have been done to link the students' employment needs to job possibilities, such as counseling, interview, and increased promotional activity.

In attempting to evaluate the second goal, to equip the students with the skills and techniques commensurate to meet the informational, cultural, and educational needs of inner city residents, research first attempted to better define the goal.

1. What are the informational and educational needs of inner city residents? According to the students and staff, the needs are for survival or practical information and education regarding jobs, housing, food, clothing, services, the ways and whereabouts to locate and tap resources, and librarians to whom residents can relate.

2. What are the skills librarians require to meet these needs? Concern for people, the ability to relate to inner city residents, the ability to discover their needs and develop projects to meet those needs, the ability to work with children, knowledge of the city and service agencies, as well as knowing how to tap resources.

Sixty percent of the students rated their training high, 20 percent mediocre, and 20 percent low in terms of being equipped with the above cited skills. The most effective aspects of the program were the field assignments and the specially designed Institute courses, such as Story Telling. The "traditional" or "academic" courses were most often cited as the least effective. In fact, the 40 percent of the students who rated their training "low" and "mediocre" felt that the program reflected a conventional approach to library education and therefore was structurally limited in the degree to which it could meet inner city needs.

Sketchy returns from the staff indicate that in their opinions fewer students were adequately equipped — mainly due to the students' reluctance to apply themselves to the program. Unfortunately, since we are without the benefit of hard standards for measuring the degree to which students were adequately equipped, research is unable to resolve this issue. Possibly in the future as the students begin to make use of their training in their library related jobs and as the staff learns more about the practical and theoretical education needs for inner city library service, a more objective and valid assessment can be made. The most we can say at this time is that between 50 and 60 percent of the students were adequately equipped.

Relative to the third goal of developing programs to serve the informational, cultural, and educational needs of inner city residents, we have listed the 29 projects which students and agency staff cited in their interviews. The most frequently cited programs were cultural awareness and history projects, communications skills projects, and training in library skills projects. Most of the programs were designed for children and young people, were located in inner city agencies and community schools and consisted of films, poetry, reading, story telling, and bulletin board displays. Again, the degree to which all of these efforts met the expectations set forth in the program proposal is not measurable since no standards are available. However, we have established that the great majority of agency personnel was satisfied with the students work and rated it "very beneficial," especially for agency clientele. The students' impact vis-a-vis agency personnel was apparently beneficial, though limited, due to the fact that the students devoted most of their efforts to the clientele. The students aided the youth clientele to take better advantage of the library, to learn more about themselves and their culture, and in general to expose them to many varied educational experiences. The work of three students was apparently not beneficial to the agencies. Ninety percent of the students interviewed rated the field placement as "very beneficial" for them personally. They feel that they gained a very valuable first hand experience in learning what inner city residents need, what they respond to, and what the students can do to satisfy those needs.

Concerning any long-standing changes the students might have introduced at the agencies, research has validated that approximately 58 percent (seven) students implemented projects or procedures that are persisting after the students have left: two Black awareness projects, two films projects, two small libraries, expanding the usefulness of an existing girls' club, and aiding the agency to tap new services and resources. Students recommended greater flexibility in three different areas of field placement: in the allocation of hours, permitting more or less hours to complete projects depending on what is needed; greater choice of courses, not just the required courses, with fewer hours for course work; and more choice in the selection of the field placement agency as well as more information about the agency. Most of the students and agency staff strongly suggested more pre-placement orientation concerning the agency's purpose, programs, clientele, and expectations about the students' work.

In the eyes of the students and agency staff supervisors, the great majority of students maintained "very successful" relationships with staff and personnel. As a matter of fact, students were more critical of their ability to get along at the agency than were the agency staff and personnel, only one of whom reported any difficulties with a student. Four participants cited problems with agency personnel, two with clientele: intense rejection for not being Chicano, lack of trust between the agency and University administration, lack of cooperation and support from the school childrens' parents, and the agency's crisis of direction. Relative to the clientele, two students experienced difficulties in dealing with children. To improve relationships students felt that some mechanism should be created to provide pre-placement orientation and ongoing coordination between the University, the students, and the agencies. To these recommendations, agency staff added more supervision of the students' work by the Institute, students should be able to put in more time and complete the projects they initiate, and they should associate more with the entire faculty and staff at the agency.

Concerning the fifth goal, to devise the educational methods needed to prepare for the professional library specialization of inner city services, it appears that only a minority of students and staff are satisfied with the program as a model. On the positive side, students cited the field work and the fact that students were financially enabled to secure a graduate degree as the program's strengths. On the negative side, they perceived that the program had not followed through with the original intent of providing innovative learning experiences, that there were weaknesses surrounding the staff and its dealing with agency personnel, and that there was a lack of cooperation and togetherness among participants. In terms of recommendations, students suggested a truly innovative program based entirely on inner city needs and divorced from academic requirements, more communication and cooperation among participants and between staff and agency personnel, more pre-program counseling on inner city needs and interest, more relevant courses that fit the unconventional nature of the program, as Director a person with inner city experience, and pre-program research to determine what the students expect and would like to do.

Staff recommended "more highly specialized workshops", "better student recruitment procedures," and a more structured and organized field work experience.

Most of the responding staff members felt that they benefited highly from the program in learning more about library education, the community, about themselves, and inner city residents.

In spite of the fact that most of the participants are not satisfied with the Institute program as a model for training for inner city library service, the research has presented data to indicate substantial progress in the direction of the first three goals. Most of the students have located library related employment — although under their own initiative; they feel adequately equipped to serve the needs of inner city residents, with the reservation that staff suggests 50 percent are not adequately equipped; and the students developed projects which supposedly served the educational and informational needs of inner city residents. As an experimental demonstration program, many difficulties arose in meeting the students' and staff's expectations concerning academic course work, in supervising and coordinating the field work experience, and generally, in determining exactly how the program should be implemented so as to adequately equip the students. Notwithstanding all of these difficulties, the program was apparently beneficial to a majority of staff, students, and agency participants. In the researcher's opinion, the program offers a rare and invaluable learning setting — practical, in-the-field experience, and relevant course work, both of which should be the basis for program expansion.

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